School Activities



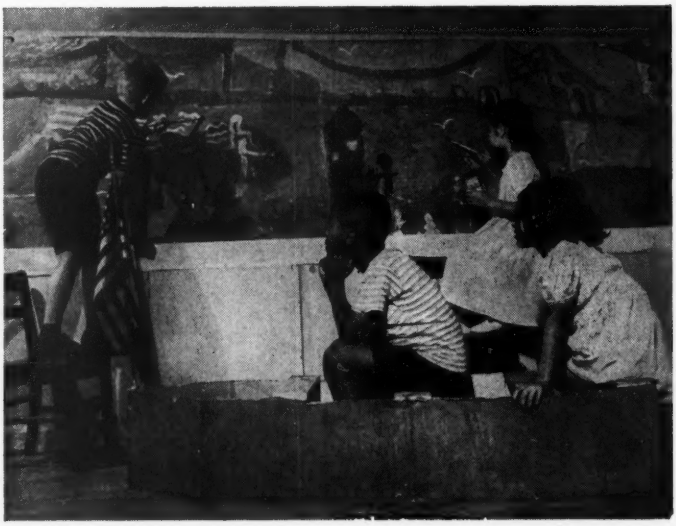
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Any recreation problems in your school ?

If your school activities include any form of recreation; if you are looking for new play ideas, or new social activities for parents; if you are a school superintendent, principal, teacher, parent, or a group leader of any recreation activity —crafts, music, storytelling — and of any age group, tiny tots, teen-agers, adults, young or old, then—



Patterns to copy should never be used at any age. See "Suggestions for Play," January 1950 Recreation. Photo by Play Schools Association.

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School Activities

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As the Editor Sees It



A recent investigation by the Self Reliant Club of the Thomas Jefferson High School, Council Bluffs, Iowa, showed that the extra-curricular cost to the average senior, if he participates in all class activities, attends all school events, and is active in sports, is approximately $139. We do not have comparable figures on his curricular costs, but we are sure they are much higher. It would be easy to wonder out of which dollar he receives the more educational profit.

Incidentally, this Self Reliant Club has an interesting eligibility requirement—the student must be considered capable of directing his own conduct and study by a 75% vote of his homeroom associates, faculty, and student council. Because he is "self reliant" he is accorded special privileges about the school.

Another side of the youth-picture which is not so pretty—the appalling traffic accident record which is five times greater than that of the 25-30 age, and ten times that of the 45-50 age group. Your school can help to brighten this very dark picture through assembly and home room programs, newspaper material, bulletin board items, and appropriate demonstrations and exhibitions. A local survey by the student council would also help to focus attention on this serious problem and develop appropriate education for its solution.

In more than one instance high schools have silenced community complaints about post-prom tavern and night club escapades by organizing their own after-the-prom "night club" parties, held in a good place and under suitable supervision. Often the local Rotary, Kiwanis, Lions, and other luncheon clubs, American Legion, and even commercial and industrial concerns sponsor these wholesome affairs.

Still more scenes in a vicious picture we have reflected on this page. To review; basketball coach gets too big for his bri-, pardon us, his school; is fired; legalities delay firing; assigned to other school duties; community near-riotously splits wide open; superintendent resigns; great national publicity; higher court holds board can fire coach; new election of board members; two anti-coach members refuse to run again; two slates, one pro-coach, one anti; accrediting association threatens if pro side wins and puts coach back on the job; pro side wins. Yes, of course, more later. And all for dear-old basketball!

The Roselle, N. J., High School recently reported a surevy which showed that the average marks of television viewers (about one-third of the student body) had dropped 15%. The more hours a student spent at TV the lower his marks went. Freshmen were the worst offenders, 31 hours per week, and lowest marks. A student council project for you? A *PTA* program?

The president of the student council of the Albert Lea, Minn., High School is a member of the board of directors of the local Chamber of Commerce, with full voting privileges. Not bad, eh?

Two DUMB bunnies: (1) the one who picks up hitchhikers (see "Thumbs Down on Hitchhikers," Liberty, Reader's Digest, April, 1950), and (2) the one who plays slot machines. The first practice is always dangerous; the second, always a failure. Both are downright stupid. Proof can be easily shown in assembly, home room, newspaper, and other school settings.

The weakest part of high school dramatic performances is the speaking; partly because nearly all auditoriums and all gymnasiums are notoriously deficient in acoustical qualities, but mostly because the cast rehearses in a classroom or an empty auditorium in which sound is reflected, and then produces in one in which sound is absorbed. Emphasizing in speaking is at least as important as emphasizing in make-up. Dramatic coaches, your responsibility; your success or failure.

A pleasant and profitable summer to you.

Producing Pupil Participation

J. R. SHANNON
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Sacramento, California

MOTIVATION is the biggest thing in education. It is easier in student activities than in the more formal and traditional parts of the school program (in fact, activities have their main value in their greater appeal to pupils) but even there the problem still exists. Mary gets into the game, but Martha hesitates on the side line. Wallflowers need a push or a pull to break down their inhibitions and get them to harken to the call, "Come on in; the water is fine." Most schools find pupils so eager to participate in student activities that some means must be employed to limit participation, but a more difficult and more important problem is that of getting the timid pupils to participate at all.

Some well-meaning school administrators, recognizing the potential value of student activities, have made them compulsory. But coercion is not the answer; it gets the pupils in, to be sure, but it does so by means which strip the activities of their values. A child thrown into a swimming pool against his will is unlikely to enjoy swimming or ever become an aquatic star. The water may be fine, but dumping a child into it forcibly is no way to make him appreciate it.

Two principal means are available for producing participation. The more important of the two is broadening the array of opportunities. Although the extra-curricular program in most high schools and some elementary schools is serving its function better than the curriculum, nevertheless it is too narrow. It is limited in most schools to a few stereotypes, whereas there, the same as in the curriculum activities should be built around the interests and aptitudes of the individual pupils. An illustration of how this can be done is provided by the following example. (But even there it was a case of *could have been;* it wasn't done. The teacher muffed her chance.)

A third-grade class in social studies had spent a full year learning about the ancient Greeks (just why, was never explained) and at the end of the year the project culminated in what the teacher called the "Greek games"—an ordinary track meet in imitation of the Olympic games. All the ordinary track and field events were included, and their variety gave opportunity for most of the boys—although none of the girls—to take part. But there was one boy who needed some means for legitimate assertion more than any other child in school, and he was better fitted to shine in the celebration than any other child in town.

Bluford was an over-age, physically stunted, slightly mentally handicapped half-breed living in a one-hundred-percent "Aryan" community of the upper Mississippi Valley. In such environment, he was the Huckleberry Finn of the town. The mothers of the little blond boys forbad their offsprings' playing with the part-Indian. Such social ostracism was gradually depressing Bluford into the status of a juvenile delinquent. How much he needed a chance to shine in a big way and win the applause of his fellows in some worthy and legitimate achievement! And he had the means and ability.

Bluford owned a little Indian pony named Molly. Bluford often rode Molly bareback, facing either forward or backward, standing or sitting. In fact, he was good enough to travel with a circus. But he limited such performances to the back alleys, where but few people got to know his art. ("Nice boys don't ride that way, don't you know?") His teacher never knew he had any talent except for phenomenal profanity.

What a demonstration Bluford could have made at the "Greek games"! He could have stolen the show. He could have had the one chance in his life to really be *it*. And didn't the original Greek games feature horsemanship? But no, Bluford was not blond.

The teacher's failure in Bluford's case suggests the second of the two principal ways for producing pupil participation: exploration and guidance. Bluford's teacher did not know he had any special aptitudes. She didn't even care. Both her "Greek games" and her chief problem child suffered because she did not know—or care.

Is Bluford's case extreme? Maybe, but

still illustrative. If teachers only knew it, every one of their pupils has some way in which he can outshine his fellows, and it is the teacher's responsibility and high calling to find out what that hidden talent is, and then broaden the program of school activities to give it expression.

So long as the curriculum and student activities are kept in separate compartments, the basic theories guiding one should guide the other. In each instance, the program should be broadened to reach the interests and aptitudes of all pupils, as well as to comprehend all areas of legitimate human experience. And in each instance, exploration of pupil interests and aptitudes, coupled with pupil counseling to bring aptitudes and opportunities together for fructification, should be the primary function of the teacher.

And when school organization evolves to the point of fusing the so-called curricular and extra-curricular activities, with no dichotomy of "traditional" and "progressive," the same theories will hold, and they can be more readily consummated: the range of activities will be broadened to include all life—and all the lives in the student body—and each pupil will be led to achieve, with his own personality development and the general social welfare being enhanced thereby.

Recreation for Re-creating Mental and Physical Health

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WHEN Mahomet is offered a mountain, Mahomet accepts. When one of my parents offered a mountain cabin for a weekend field-trip during the summer session at our training school, I accepted readily, and began moving mountains immediately. The fact that the mountain was over two hundred miles away and rather inaccessible was not the least of our problems to be solved. How to finance the project and to get twenty-odd fifth and sixth graders safely home from a five hundred mile trip is no small accomplishment, difficult but highly exciting and educationally profitable.

There followed a period of planning and preparation which was divided into two distinct phases: pre-camp planning activities of the teacher and pre-camp planning activities of the pupils. Before summer school started, I had to confer many times with the owner of the campsite, consult with school officials concerning the feasibility of carrying out the activity, secure the cooperation of parents, and plan ways and means of transportation. All phases of planning were necessary to the success of the activity, but I consider securing the support and cooperation of the parents most valuable. Without their enthusiastic approval and assistance, the project could not have been carried out. I deeply appreciate their helpful suggestions and contributions and their willingness to participate in conferences and group planning.

The "camp" was located about twelve miles from Parkersburg, West Virginia, so I immediately wrote to the Chamber of Commerce there and received permission to visit several industries in that city. Letters were also written to Marietta, Ohio, and plans to explore the first white settlement west of the Appalachians developed.

When summer school actually started, the interest shown in the project was reflected in the fact that we had a waiting list, since our enrollment is limited to thirty. All thirty youngsters entered whole-heartedly into the planning necessary to make our adventure successful. How eagerly they helped me "open" my mail! There was reading to be done, even if some of the letters were disappointing, and some fascinating manufacturing plants could not be visited because of such things as the possibility of "parental litigation" to the tune of $10,000 in case of accident! We had to find out immediately what many words meant, so we could understand our correspondence and write the proper answers. One group agreed to study electronics so they could tell us more about electrical porcelain insulators and cutout

switches! Dictionaries popped out of desks in record time and vocabulary lists grew by leaps and syllables. Some of the words, we decided, were important enough for us to learn to spell. A portable typewriter set advantageously under the vocabulary list on the blackboard tempted several boys to learn the Columbus method of typing before school—even on a hot, muggy morning. While the typewriter waiting list of ten was well-organized as to sequence of turn, it was very hard to be tenth in line. One simply had to finish typing an important letter by 11:55—"Besides, we can mail it this noon instead of waiting 'till tomorrow. I got three cents for a stamp. Be here early in the morning to start that letter to the Division of Forestry, Charleston, West Virginia, and be sure to put an *i* before that *a* in Virginia".

Our curriculum gradually emerged from individual and group needs and interests. We needed to gain a considerable background, not only in the history and geography of the area we intended to visit, but a foundation for understanding the work of industrial plants and their products.

Nature study was called upon to find out what to do about such things as poison ivy. We took several nature hikes on the campus to study trees and plants. One special red letter day we climbed into cars and drove out to a nearby state park, where we not only helped build a real campsite, but where we went on a nature treasure hunt conducted by an official from the state department of conservation. We found a lot of interesting fossils in the limestone we used for building the fireplace, and had a basis for comparing the geological formations in our own district with those in West Virginia. It was also a good opportunity to do our community service, an important part of every worthwhile project.

Vicarious excursions were taken to all the interesting places in historical Marietta. We organized a Chamber of Commerce of our own and became civic-minded boosters along with the Kiwanis and Lions Clubs of Marietta.

We invited several incursion speakers in to give us information we needed. One parent happened to be writing his doctoral dissertation on Blennerhasset Island, so he kindly shared his knowledge of the history of southeastern Ohio with us and opened up the thrilling tales of Rufus Putnam and Aaron Burr.

The service of the home economics department was invaluable in helping us with our menu patterns. We learned a great deal about the basic seven, the seven different types of foods which will satisfy our daily needs. One little boy hopefully thought it meant seven meals a day!

The fact that we were going to visit an oil well pumping supply company, a paper corporation, a porcelain products company, and a viscose manufacturing plant made it necessary to learn about the importance of oil, paper, insulation, and rayon in modern living. We saved the materials from the viscose manufacturing plant to study the last week before our trip because it was rather technical in nature. We called upon the chemistry department for help in solving such things as "a test for the viscosity of a solution" and for exhibits of the processes involved in changing fibers to fabrics to fashions. We had a femi-fashion show in which the girls wore dresses or blouses made from rayon.

Arithmetic become important in figuring out costs of transportation and food. Comparisons were made between fares via bus, rail, plane, and private cars. While the latter method of transportation would have been much cheaper, we decided that safety, educational, and social values would best be obtained if the group went by chartered bus, which we paid for with money received from the state by the redemption of sales tax stamps. One mother came to school the morning we returned to give me a check for $9.71, which her son had requested as his share of the expenses. That amount represented *all* expenses not covered by tax money. The trip actually cost only sixty cents per child. We had fully expected to pay for our food, but that was donated by the parents and our hosts. Each child took along the same amount of private spending money. While I was financial consultant for the purchase of postcards, stamps, and cokes, most of the children budgeted their funds well and limited themselves to our suggested expenditures for such things as ice-cream cones, lollipops, and simple souvenirs.

Since the unit was supposed to be recreational in nature, we enjoyed planning hikes in the mountains, campfire singing, games, and square dancing, complete with harmonica orchestral accompaniment.

The following letter sent to parents

furnished invaluable suggestions for making our final plans:

Dear Parent:

If you were a fifth or sixth grader and had gratefully accepted an invitation to spend a weekend in West Virginia, you'd be excited, too. You would be anxious to find out about the Seven Caves, the Mound Builders, what Marietta and Parkersburg are really like, and what thrilling adventures lie in store for you "at camp". You would want to know what mysterious things are manufactured in the American Viscose Company and what in the world *are* porcelain insulators. In fact, you would want to know a great many facts about factories which we have been invited to visit.

You would be as eager as the "Harrison Family," our own make-believe family, to take an uncovered "wagon" trek via Ford, Buick, or Chevrolet, but you might be more like the Peterkins if you didn't plan well before you went.

We are making a great many plans in school, but we need your help in carrying out some of the most important ones and in making decisions which will insure that our adventure will be a highly successful undertaking. Will you please fill out the questionnaire below, so that we may have this information for use in further planning?

1. This is our tentative log:
   7:00 A. M., July 15—Start for Marietta
   En Route—Visit Seven Caves
   Have lunch at 11:00 wherever we happen to be
   1:00 P. M.—Arrive at Marietta
   Visit Chamber of Commerce
   Take conducted tour
   5:00 P. M.—Arrive at camp
   Prepare supper
   Explore vicinity
   Have campfire "pow-wow"
   9:00 P. M.—Sleep
   7:00 A. M.—Rising bell
   8:00-11:00 A. M.—Spend Saturday morning in camp
   11:00-12:00—Lunch
   12:00-1:00—Rest
   1:00 P. M.—Visit Parkersburg via Chamber of Commerce tour of city and industrial plants
   5:00 P. M.—Back to camp
   6:00 P. M.—Supper
   7:00-9:00 P. M.—Campfire
   9:00 P. M.—Sleep
   6:00 A. M.—Sunrise service
   7:00-8:00—Breakfast
   8:00-11:00—Spend morning in camp
   11:00-12:00—Break camp and start for Oxford

   Expected hour of return—7:00-9:00 P. M.
   What changes would you suggest?
2. Can you furnish transportation? Yes ..... No..... Drivers will be expected to bunk at camp, furnish their own sleeping equipment, and help in carrying out plans.
3. What activity would you volunteer to direct?..... Assist with? .....
4. Approximately $90.00 is available for all expenses involved (of which I shall advance $10.21 for the tax stamps mailed too late for redemption before the trip). We expect to travel approximately 500 mles round trip. About how much expense would use of your car involve? .....
5. What clothing should we plan to take with us?
6. What special supplies or equipment do we need?
7. What kind of bed-roll for your child would you consider adequate?
8. If we use dry ice for refrigeration en route, what contribution of perishable foods could you make?
9. What other foods could you furnish?
10. We plan to take our dinners with us: the Bowmans will prepare supper. What menus would you suggest for the other meals at camp?
    a. Saturday
    (1) Breakfast
    (2) Lunch
    (3) Supper
    b. Sunday
    (1) Breakfast
    (2) Lunch
    (3) Supper (en route)
11. What between-meal "snacks" would you suggest?
12. How much "spending" money should each child budget for? Should each child take the same amount? Yes..... No.....
13. Could you come to a parent planning meeting? Yes..... No.....
14. What time would be most convenient? Afternoon..... Evening.....
    Check July 11, 12, 13, 14
15. Will you please sign the following permit?
    We understand the arrangements for taking the Fifth and Sixth Grade

group of McGuffey School to Parkersburg, West Virginia. We believe that the necessary precautions and plans for the care and supervision of the children during the trip will be taken. Beyond this we will not hold the school or those supervising the trip responsible. We give our consent for our child or children to go on the trip.

Signed: .....

16. Additional remarks and suggestions

The following is a composite list made from all the suggestions submitted. A mimeographed copy for each child was sent home and all the materials assembled.

Individual Needs

1. Bedroll or two blankets
2. Clothing
   a. Coat or flannel shirt
   b. Raincoat
   c. Boots, hightops or galoshes
   d. One change of underwear
   e. Clean shirt for boys
   f. Clean dress for girls
   g. Extra shoes
3. Equipment
   a. Flashlight
   b. Knife or scout ax
   c. Soap
   d. Washcloth
   e. Towel
   f. $1.50
   g. Toothbrush and paste
   h. Comb
   i. Silverware
   j. Drinking cup
   k. First aid kit
   l. Comic book
   m. Library book

Group Needs

1. Paper bags (for car sickness)
2. First aid kit for bus
3. Sewing kit
4. Bird, wildflower, or tree identification booklets
5. Paper towels
6. Dish towels
7. Newspapers
8. Softball and bat

At last everything was in readiness; dozens of cookies were baked and stored in tin cans, to use in case we got hungry on the bus; suitcases were shared and packed, although tramp rolls were much more popular; comic books were tucked in for lonely minutes or when we were "grounded" in the rain; first aid kits were added; dads and mothers were given shy but brave farewells; and we were off at 6:50 A. M. Saturday morning. Our tentative log was no longer tentative; it was rapidly unfolding into reality.

Our first stop was at Fort Ancient, to study the art of prehistoric Mound Builders. First aid had to be administered to two boys, who didn't look out at Lookout Point and, consequently, barked a pair of shins, and incidentally furnished a graphic lesson on "What Not to Do on a Hike."

When driving through a tiny village by the name of Cuba, one child laughingly remarked, "Oh, my goodness, we forgot to go through Florida."

When we passed through the strip coal mining areas of southern Ohio, we pointed out conservation practices needed. We also noted evidences of contour and strip farming methods, called to our attention by the group who had made a special study of farming in Ohio.

One boy pointed to the place where the Muskingum River enters the Ohio and asked, "Is that the confluence we read about? Vocabulary is certainly reinforced by experience.

We had enjoyed calling ourselves the "Wrong Way '49'ers," since we were going east instead of west in '49, but we were quite sure the appellation was correct when we found ourselves actually going the "wrong way" through Marietta. Each child had been equipped with a Chamber of Commerce tour guide folder, so we hurried down to Point 1, page 2, and found everything as indicated.

We know that the largest elm tree in the United States in Marietta *is* large, because it took nine of us to encompass it with our long ten year old arms.

We were particularly thrilled when the curator of Marietta College Museum gave us a bit of meteorite and tiny souvenirs of prehistoric mammal tusks. We enjoyed visiting the well-preserved Rufus Putnam House; in fact, we almost expected Rufus, himself, to greet us at the front door. We were sorry the rest of Campus Martius had not been restored.

Our trip from Marietta to camp was exciting, even if the "mountains" were only 1200 feet in elevation. They looked like Rocky Mountains to children of the plains. A most discouraging sight greeted the teacher upon arrival at the corner grocery where we were to meet our host and drive the last mile to camp. A heavy rain had set in, making our mountain road quite impassible and our thoughts of camping

almost impossible! Even our bus couldn't make the last mile up, and there was a considerable amount of upness to overcome. Not to be turned back to the comforts of dry, dormitory housing at Marietta College, (this very contingency had been prepared for, and the Marietta College officials had graciously offered us a haven in case of rain), we all clambered aboard a brand new Dodge logging truck, which we "borrowed" from a friendly "neighbor," and rode into camp under a dripping tarpaulin, slightly damp ourselves, but with undampened spirits. By morning the skies were clear.

Kerosene lamps and a pitcher pump in the backyard (safely tested water) were "primitive" features of the camp which the city children among the group will not soon forget, nor fail to appreciate. Heidi remarked that if she were going to run for Congress, she needed to know how "her people" lived in the mountains, so she could help them get better living conditions and transportation by passing better laws!

Bedrolls on hard floors in strange surroundings are not exactly conducive to early sleep; neither are katydids when taken for rattlesnakes! There was not much sleep that first night, but nevertheless everyone was up bright and early next morning.

It was fortunate for us that the day was pleasant, and we were able to do all the things we had planned. Only two casualties were suffered, and they were minor. Games, story-telling, and eating, always a popular pastime, filled in the "day in camp," and twenty tired youngsters went to bed early, eager for the trip to Parkersburg the following day.

Escorted by the President of the Chamber of Commerce and a representative from one of the factories we were to visit, we arrived at our first manufacturing plant in Parkersburg at 10:00 Monday morning. Badges of identification had to be filled out and worn impressively to the mammoth conference room, where we saw a technicolor movie of the manufacture of rayon. After visiting acres and acres of industrial plant, we can well believe that rayon is second to cotton in importance as a fabric.

We had luncheon at the Parkersburg American Legion Hall, as the guests of the organizations which were entertaining us for the day. A reporter from the Parkersburg Sentinel interviewed us, took our pictures with the bus driver, whom the children considered the most important person on the trip, and promised us copies of the paper, which were to be sent home next day. That was almost as thrilling as being interviewed over the radio from Station WMOH while we were planning our trip earlier in the summer.

We visited three other factories in the afternoon, receiving many tiny souvenirs from each. The last thing we saw was a train engine turning around on a turntable, and that reminded us that we, too, needed to turn about and start directly for home. We had just time enough to climb the high observation tower overlooking the beautiful Ohio and picturesque Blennerhasset Island before retracing our route through southern Ohio.

When we bade our Parkersburg guide goodbye, he asked the children to write letters to the chamber of commerce describing the story of our trip. He also offered a prize of a forty-foot string of Christmas tree lights manufactured by one of the companies we visited, for our school to be given in honor of the child who wrote the best letter. Needless to say, we did not need that much motivation to write thank-you letters for such a delightful experience. I quote from a letter which we later received from our guide: "These contest letters have been in the hands of the judges until this time. It is their unanimous report that they have been unable to decide upon *any* letter being better than the others. It is their suggestion and request that we award the Christmas Tree Kit to the William McGuffey School as a gift from all of those fine boys and girls who visited our several plants and wrote such nice letters. Permit us all to thank you again for the splendid and enjoyable visit you made with us in Parkersburg." We, too, thought our visit "splendid and enjoyable" and well worth the effort and energy and planning that went into it.

Our aim, in carrying out the above unit, had been to make it possible for the children to participate in recreational activities which emphasized healthful, democratic, social living, and to establish emotional stability and independence through wholesome work and play. While we did not get to do all the interesting things we planned, (one can plan more in five weeks than he can do in three days!) we felt that we had happily accomplished our aim.

Making a Home Room More Effective

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How can a home room be effective for both the student and the teacher? How does the homeroom period fit into a curriculum? How can a homeroom offer the student opportunities for maximum growth? What are the duties of the homeroom teacher?

This is an attempt to answer the abovementioned questions by presenting a practical, workable account of homeroom organization philosophy, experiences, and results. However, before homeroom periods can operate efficiently, one should list his aims and goals and channel his efforts and those of the class towards these objectives; for example, the following may be used as a guide:

Principles and Objectives of Homeroom Goals

A. General requirements
   1. To keep attendance
   2. To administer all routine business of the individual group and the whole school.

B. Relating to the individual
   1. To guide in educational and vocational ways
   2. To discipline
   3. To advise as to wise, correct behavior
   4. To guide as to general attitude through the day
   5. To direct towards ethical character-building
   6. To sympathize where the child is super-sensitive, and on other occasions
   7. To inspire
   8. To inquire into home conditions, present state of health, play habits, work and study habits
   9. To develop individual initiative
   10. To train in parliamentary procedure
   11. To bring about a friendly, cooperative spirit between pupil and teacher
   12. To facilitate personal attention to individual needs
      a. Housekeeping
      b. Health, thrift, citizenship habits
   13. To learn emotional control and adjustments

C. Relating to the group
   1. To train in social, moral, civic and educational aspects through the democratic pupil's participation in affairs of the class
   2. To develop class pride in scholarship, conduct, and service
   3. To promote teamwork and group spirit
   4. To give opportunity for pupil participation in group activities such as specifically prepared assembly programs and projects of various types worked during the home group period
   5. To promote a spirit of enjoyment of all things pertaining to home group organization
   6. To unify and to facilitate the various functions of the school
   7. To transact the routine business of the group

THE HOMEROOM TEACHER

As a homeroom teacher, one must be much broader than the subject he teaches, and must think, act, and live beyond the four walls of his classroom. The homeroom teacher must see in each member of his group a presnt as well as a future citizen of the community, one who is to be served and who is to serve in a unique and unifying program of citizenship training and other educational activities.

To know the significance of cooperation and the value of a sympathetic understanding is important for the homeroom teacher. He must know the elements of parliamentary procedure, but not expect technical parliamentary procedure of young pupils. He must be interested in health, morals, and other citizenship values, not only of his group but also of the community.

Method and Content of Homeroom Periods

Time of Homeroom Periods

The schedule is arranged so that daily the class has a thirty-minute "Report Period" in which it meets with the teacher for roll call, opening exercises, and daily announcements. However, we usually discuss briefly some item that will aid the student throughout the day, or have three-

minute talks on current motion pictures, current events, thrift, health, citizenship.

We grant the group one homeroom period every Thursday, to which day the class anxiously looks forward. The executive committee meets with me on Wednesdays, and we discuss plans for the meetings. The president carefully outlines the topics for the meeting and receives excellent cooperation from the students and the other officers.

In homeroom organization the teacher should not occupy the "center of the stage", nor dominate, but allow the students the opportunity for initiative, originality, and leadership. In all events, he should tactfully guide them.

Homeroom Organization

The first week of school I helped the class organize into a socio-civic group, which would develop the student socially, intellectually, spiritually, physically, and morally.

The students decided that our group be known as "The Owls" and subsequently voted for a president, a vice-president, a secretary, and a treasurer. The students discussed qualifications of the officers before the election. The elected officers were wisely chosen, for they were the more intelligent, active, and progressive students in the class.

The president is a lively fellow, having marked ability in leadership and initiative. The secretary keeps her minutes in a neat orderly, accurate manner. The treasurer always has a correct amount of the five cent weekly dues of each student.

I have emphasized that fact that our homeroom is really the pupils' room in which to live, to learn, to enjoy and that they as citizens of the homeroom should strive in every way possible to make it a better and a pleasanter place in which to live.

The following week the executive council decided to have individual students working monthly on thirteen different social and civic projects, which included Bible reading, flag saluting, dusting, waste-basket passing, errand-running, closet cleaning, board-washing and eraser-clapping, attendance taking, sick committee, flower and plant watering. The executive council meets monthly and chooses various students to work on these projects, and during the year each student will have worked for the class in some social or civic manner. Many students volunteer their services and share in the planning of these projects.

Throughout the term the students are conscious of the appearance of the homeroom. Many girls contributed plants and brought bouquets of flowers; some boys brought pictures, made a sand table, helped in making an attractive, informative-bulletin board. Every afternoon before dismissal the students pick up the small bits of paper on the floor and place their seats in a position so that the janitress may clean the room more easily and quickly. Each student exhibits a pride in his classroom and demonstrates cooperation with the janitorial staff.

Group Discussions

The homeroom jointly with the teacher decides upon what activities and discussions will most nearly meet their immediate interests and needs. A program for a month or a semester is outlined with that philosophy in mind. This program should always be sufficiently flexible to meet changing attitudes and interests.

In the homeroom periods we often have informative group discussions. The class has provocative educational, and informal talks on the following objectives of character education:

A. Habits pertaining to school, home, and health
   1. Cooperating with the school and home
   2. Observing the laws of health
   3. Caring for each bodily injury
   4. Seeing that remedial physical defects are corrected as soon as discovered
   5. Sleeping and resting according to suggestions by the best authorities
   6. Taking proper exercise and recreation
   7. Helping at home for better sanitation
   8. Decreasing fire hazards at home and elsewhere

B. Habits pertaining to safety, thrift, cooperation, and other citizenship activities
   1. Considering the rights of others
   2. Being thrifty
   3. Protecting property
   4. Using leisure wisely
   5. Discharging the duties of a task to the best of one's ability.
   6. Serving
   7. Being courteous and kind

8. Exercising care in making promises
9. Being clean-minded
10. Supporting all worth-while civic movements
11. Being regular and prompt
12. Being an aggressive member of the organization with which one is identified
13. Being individual as long as recognized laws are observed
14. Refraining from unnecessary risks
15. Observing the rules of safety

A very popular and well-liked discussion are the questions that concern the school, the home, the playground, public places, honesty, patriotism, health, fire prevention, and heroism.

From these discussions the president has evoked worth-while, pertinent contributions from every member of the class. The discussions enable the student to express his personal thoughts; to speak before a group; to develop confidence in himself; to discover talent in debating, forum, and public speaking; to develop poise; and to overcome speech difficulties.

Although the list of topics is comprehensive, all our classroom discussions grow out of actual activities in which the students are participating at school or at home and relate definitely to them.

Home Room Counseling

I endeavor to make my homeroom "a home within the school" and therefore try to learn the home life of the student as well as his personal characteristics and accomplishments. According to Ruth Strang, "The homeroom reinforces the guidance functions of the classroom teacher by providing time for (1) individual group discussion of certain problems that seem irrelevant in the class period; (2) the development of desirable pupil-teacher relationship; (3) the building of school spirit, good attitudes, and pride in accomplishment, and (4) expeditious and educative handling of routine."

The objectives of my homeroom counseling are to study the students to find out their particular needs, interest and abilities; to offer according to their abilities, talents, and needs curricular, extra-curricular, and vocational opportunities; and to guide individuals into useful work, healthful recreation, and worthy leisure that will develop their abilities.

For sources of information about the students, I have access to the permanent record card, which I believe is a most valuable aid because of the variety of important observations and items that are recorded year to year by different teachers, nurses, doctors, and principals, including such important information as health, nationality of parents, language spoken at home, number of brothers and sisters in the family, grades received in each class, sicknesses during school, peculiarities of parents and of student, age, address, occupation of father and mother, whether the student is a foster child, step-child or ward of the state, and various other pertinent facts which help one to understand his student. Also the four departmental teachers meet monthly after school and discuss various students. Here I learn the teachers' opinions of my homeroom students, the students' peculiarities, special abilities, laxity, improvement, and outstanding accomplishment in their work for the other teachers.

In the event it is necessary to call for a parent conference, I send a note stating that I would like to speak with either parent at his convenience. This note usually brings quick response and produces excellent results for the parent, the pupil, and the teacher. At the conference we discuss the work habits at home, social habits, health, attitude towards school life, child's interest, and achievement. The conference makes the school and the home share together the responsibility of the proper growth and the development of the child.

In individual student conferences I talk frankly with the student and try to help the student solve his particular problem—social, scholastic, home physical, moral, or spiritual. I may use the latter half of the lunch period or the after-school period. However, I never rush the student for a conference and always try to appear calm and friendly and to be helpful, tactful, and sympathetic.

Conduct of Meeting

One cannot expect that seventh grade pupils understand completely the rules of parliamentary procedure, but they should conduct their meetings according to those rules so far as is practical for them:

1. Meeting called to order by the president
2. Minutes of the preceding meeting read by the secretary
3. Minutes corrected and approved
4. Reports of the committees
5. Reports and suggestions by members

of the executive council
6. Unfinished business
7. New business
8. Appointing of committees

The following parapraphs are taken from the secretary's minutes.

"President Frank De Fillipo called the tenth meeting of *The Owls* December 2, 1939. The secretary read the minutes which were approved. The treasurer reported $3.54 in the treasury. His report was also approved.

As there was no old business, we immediately began our new business. The class voted upon Sylvia Zagoria's motion that each student should exchange gifts with another, and that all names should be placed in a hat, picked out by individual students.

Florence Kmosko suggested a class Christmas tree. The president was asked to select a committee of five to buy the tree and the ornaments. He chose Paul Leach, Michael De Carlo, Rudolph Colucci, Johnbell Williams, and Mary Youngs.

Josephine Guerino suggested that our class be decorated for Christmas. The president said that he would announce this committee next Monday. He told the class to think of ways and means of decorating the room and give him or the committee any idea. The president asked Mr. Estrin for the supplies for decorations. He said that he had red and green paper, paste, tacks; and he would order or buy anything that the committee should need. Elmer Peterson made a motion to have the Christmas party on December 22, but because it was 3:05 the class decided to discuss the party at our next meeting. The class voted that the meeting be adjourned.

Respectfully submitted,
SALLY SMITH

Taken from secretary's book, *The Owls.*

COMMITTE WORK .. ..

Committees are formed in the homeroom as necessity demands them. The executive council is composed of the four officers elected by the students. In addition, the group has decoration, refreshment, program, and welfare committees. With the work of these committees the organization of the class is firm and well-balanced.

Each committee has an appointed chairman. The president and each individual chairman usually select the members of the various committees, seeing that every member of the homeroom participates in the government of the class. However, they try to select those pupils who are capable, dependable, responsible and who have special talent and willing to work as diligently as possible.

After the work of the committee is completed, it meets again to see whether it has accomplished its plans and aims and where it can help the next committee profit by its mistakes.

EFFECTIVE HOMEROOM PERIODS IN PRACTICE

In the following pages I have attempted to show a practical way of making homeroom periods effective during October, November, and December. It includes the aims, methods, results, and evaluation of the homeroom periods during these months.

On October 31, Hallowe'en afternoon, our class celebrated its first social. The entire school had a costume parade, and each homeroom had its individual party. At the class meeting on October 17, the class decided to have three committees—program, decoration, and refreshment. The president chose a chairman for each committee and the latter chose three assistants. The decoration committee filled the room with Hallowe'en atmosphere. Black cats with green eyes; yellow moons; ugly, old, witches were tacked along the molding of the blackboard and pasted on the windows. Black and orange streamers were curled from one corner of the room to another; on the blackboard, skeletons, goblins, pumpkins, and witches were colorfully and picturesquely drawn by our class artists. The "Owls" were full of Hallowe'en spirit. The program committee chose games that involved the entire class. We could play only two games because of lack of time. However, in the first game of forfeits every student participated in dancing, singing, reciting of poetry, and imitations. Prizes were awarded to the persons who placed the tail on the donkey and who had the prettiest and the funniest costume.

I believe that the refreshment chairman did the best job of all chairmen. She canvassed each student for refreshments and received eight cakes, three dozen of cookies, three pounds of nuts, and forty cups of ice cream. With the aid of the committees members the chairman served attractive plates filled with refreshments.

By invitation, the secretary invited the supervising principal, his secretary, the librarian, the playground director, and their other departmental teachers.

The spirit of cooperation, of friendli-

ness, and of joy prevailed throughout the entire day. I believe that this party taught the class to work together in groups, to enjoy themselves in an orderly manner, and to share joy and happiness with one another.

A meeting following this event enabled the group to evaluate the methods used and the work done by the various committees. This technique affords valuable opportunity for leadership training.

During our November meetings the class showed their enthusiasm to help others enjoy Thanksgiving. They decided to help the poor, needy families in the town by giving them baskets of food. A class member suggested we formulate a grocery list of foods, place slips naming the items in a hat, and have each student pick out of the hat an item to bring for the baskets.

The Monday before Thanksgiving one corner of the room looked like a stock room of the grocery store—cans of all colors, bags of all sizes, fruits, and vegetables. A number of the students are sons of farmers; and their fathers contributed baskets of fresh cut beets, celery, onions, and potatoes.

Wednesday afternoon the committee and I apportioned the foods for six familiees in our class whom the visiting nurse suggested because of their need. The girls of the committee attractively decorated the bushels with yellow crepe paper, large brown turkeys, and blue and red tissue paper. The six baskets were filled with cans, fresh vegetables, fruits, candies, cookies, and a note extending "Best wishes for a happy Thanksgiving from The Owls."

During the November homeroom periods, the students showed a keen interest in helping others. We discussed the types of foods a family would need and appreciate, the importance of each member's contributing to the basket, the reasons for sharing with others, and the things for which we should be thankful. The students enjoyed seeing the cans, fruits, and vegetables pile up in the barrels and were delighted to see others happy.

To "The Owls", December meant Christmas. At the first homeroom period in December we discussed ways and means to make the Christmas spirit supreme.

This campaign in our homeroom made the students feel the needs of the more unfortunate; appreciate their own good health; learn the facts of tuberculosis, one of the most dreaded diseases; and share what little they had to make others happy and well. When the poster was presented to our class, each student registered a contented, victorious look on his face, knowing that he had definitely contributed to the physical, spiritual, and moral happiness of the less fortunate.

The president and I chose for a decoration committee boys who we knew had artistic tendencies, but were not the best behaved pupils in the class. We gave them the responsibility of decorating the room as they would like to have it decorated, and gave them all the necessary supplies of paper, tacks, paste, and money for additional supplies. These boys worked arduously and faithfully on this job, for during every homeroom period and after school they made silhouettes of Christmas trees, red bells, Santa Clauses; letters spelling a "Merry Christmas"; white candles and black bases pasted on six windows; red and green streamers with silver tinsel stretching across the four corners of the ceiling; wreathes made of arbor vitae leaves, and a beautiful Christmas tree ornamented in excellent taste.

During the week of December 19, the pupils of various classes visited the room because of its decorations, atmosphere, and spirit. The other departmental students said that they enjoyed seeing the room because of its glow and warm appearance.

Our class was to present to the entire school a Christmas assembly program. Because the class was heterogeneous in racial background and always has been interested in foreign languages, we planned a program to show music and Christmas universal, by having a group of students in native dress sing *Silent Night, Holy Night* in French, Spanish, German, Russian, Italian, and English. The music teacher worked diligently to coach the students.

The costumes worn by the singers were genuine, for each parent contributed his respective native costume. After each song a student read briefly the manner in which the boys and girls of each represented country celebrated Christmas. This program made the students feel a spirit of friendliness, brotherhood, and internationalism; developed the musical talent and ability of many students; developed for each performer poise, tact, initiative and

confidence.

Socially Christmas was celebrated joyously, cooperatively, and successfully. Upon returning from the assembly, the students received their ice cream and cake for which they paid four cents, an orange from the principal, a gift from each student presented by Santa Claus, and a large candy cane from the teacher. The secretary invited the principal, his secretary, the playground director, and the lunchroom assistants, to whom the students presented a small gift. The entire class sang Christmas carols, and students rendered solos, recited poetry, dramatized Christmas scenes, and told Christmas stories.

In summary, the homeroom periods during December were effectively and efficiently used because they deevloped the student

(1) Socially
   a. Enjoyed one another's company
   b. Sang in a group harmoniously
   c. Realized their financial obligations
   d. Played games in a sportsmanlike manner
   e. Participated in all activities when called upon
   f. Developed their musical ability
   g. Developed cooperation, poise, tact, confidence, in various students.

(2) Physically
   a. Appreciated their own good health
   b. Learned causes, prevention, cure of tuberculosis
   c. Helped others improve physically by their financial assistance.

(3) Spiritually
   a. Appreciated the meaning of Christmas spirit of brotherhood, friendliness, and internationalism
   b. Shared happiness with each other
   c. Shared what little they have with the less fortunate
   d. Practiced the age-old adage "Better to give than to receive."

EVALUATION AND CONCLUSION

One can make a homeroom period effective in the curriculum for both students and teacher. Evaluation can be made by listing the ways in which a homeroom period is effective in that the homeroom is a place:

1. from which participation in school control emanates.
2. from which and through which various school and extra school organizations originate.
3. from which the ideals of school originate.
4. of centralized group activity and individual responsibility.
5. where a means of contact between the community and the school is established.
6. where a means of contact between the teacher and the school is established.
7. where a means of contact between the parent and the teacher is established.
8. where students meet regularly with the teacher.
9. where extra-curricular activities are centered.
10. where teacher and pupils meet as a school family.
11. where school spirit is fostered.
12. where cooperation is stimulated.
13. where announcements are made.
14. where proposals and suggestions for school improvement are encouraged.
15. where books and other materials are kept.
16. where the acts of the group are approved or rejected.
17. where vision and possibilities are explained and promoted.
18. where citizenship is lived.
19. where thrift habits are fostered.
20. where health habits are practiced.
21. where right living is stimulated.
22. where intra-mural sports and games are arranged.
23. where educational and semi-vocational guidance is carried on.
24. where materials for assemblies are prepared and practiced.
25. where discipline is administered.
26. where pupils are inspired to individual and group work.
27. where social plans are made and lived.
28. where school pride and cooperative friendship are stimulated.
29. where school activities are stimulated and yet limited.
30. where pupils gather for a common purpose, a democracy within a democracy.
31. where educational vision is broadened.

32. where the pupil is stimulated to higher ideals and greater attainment.
33. where the desirable pupil-teacher relationships are developed.
34. where individual group discussions of certain problems can be discussed.
35. where school officers are selected and appointed.
36. where self-conciousness is overcome.

An Intramural Success Story

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IT WAS a new school. There was a new principal, an almost completely new faculty, and an 85% new student body. So, we inaugurated a new philosophy of physical education.

When you transport over 75% of your students from 5 to 10 miles by bus and your seven-period day allows only 25 minutes for lunch, the problem of intramural athletics becomes acute. At a staff meeting early in September we decided to initiate a philosophy of physical education that was not common in the public junior high schools: namely, to make intramural athletics compulsory.

Exemptions were made for those who could not possibly be present for games and those who were physically unable to take part. Since most of our eighth grade students had been in the school when it housed grades 7—12, we watched their reaction with great interest.

Briefly, we were well rewarded. Most of them seemed to feel that everyone should participate unless circumstances prevented. The fall program for boys was confined largely to the morning, leaving the staff free to concentrate on the many duties to be performed in converting from a 7-4 to a 6-3-3 plan, in the after school period.

There were 24 homerooms averaging 19 boys and 21 girls per class. Two soccer tournaments were arranged for the boys, so that the 7th and 8th grades had separate leagues. The 9th grade is currently housed in the new senior high school building.

Each homeroom fielded a team composed of boys in that room. As only two fields were available, a double-elimination (consolation) bracket schedule was arranged. Thus, upon losing its first game, a team automatically dropped into the losers' bracket. When it dropped a second game, it was eliminated. The winners of the two brackets met during special activity periods to play for the grade championships before the entire student body.

Throughout the season interest was high. Only three forfeited games marred the record. A total of 284 boys participated in these tournaments. This represents 70% of the total enrolled in school. Thus, at the end of the first intramural season the staff felt that it was well on its way to achieving 100% participation in this all important phase of the physical education program.

Possibly the girls had more energy or ambition, or perhaps the staff was more enthusiastic. In any event, the lassies had even greater success than the boys. Competition began with a Greek Dodgeball tournament in the 7th grade and a Fieldball tourney in the 8th. These were completed in record time and were immediately followed by elimination tournaments in Touchdown Pass and Soccer for the respective grades.

Most of the girls' games were held after school. Some were held in the before-school period from 8:00 to 8:45, but the boys' soccer games provided stiff competition. In all, 411 girls are enrolled in school and 311 participated in the tournaments.

There were 58 7th graders and 42 8th graders not participating, and most of these were found to be students who could obtain no method of transportation other than the regular school bus service.

As with the boys, championship tournaments were witnessed by the entire student body. Cheerleaders performed and the entire school had a gala time. The athletic association is planning suitable recognition for the winners.

With the coming of winter the program

moved indoors and basketball tournaments were organized by homerooms. Each class was represented by at least one team. Most homerooms had two teams entered in both the boys' and girls' leagues.

Volleyball was next on the list when the tournaments were completed. Plans for the spring will include softball, track, and horseshoes.

Sixty Frequently Asked Questions on Extra-class Activities

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A GERMAN high school principal touring schools in this country recently expressed amazement at the amount and diversity of professional help available to American teachers through educational periodicals, research studies, professional bulletins, monographs, and books. His words were, "It's wonderful! If I want a teaching aid or have a question which needs answering, I just look in *Education Index* or write to somebody like the Office of Education or National Education Association, or a university, or State department of education, and soon I find out all I need to know. There is nothing like that in Germany."

It *is* true, of course. We Americans in education are fortunate in having a vast literature to serve us, if we wish to consult it. And it is something in which to take great pride. But — does anyone for a moment think that this extensive educational literature provides answers to almost any question a teacher, principal, or graduate student can ask? By no means!

Take pupil activities, for example. Each year a multitude of inquiries on that particular topic come to our Office, and we are but one of many agencies likely to receive such inquiries from the field. Some of these queries can be answered by reference to material in *School Activities Magazine*, professional bulletins, research studies, and books; other questions can be answered out of professional experience. Many inquiries, however, may be difficult or impossible to answer, because insufficient data, or no data, are available. We may happen to know the experience of a particular school, and we have observed in more or less isolated cases what are believed to be good practices. But we often do not know the representative viewpoints of a large number of American high schools as to actual practice, and it may be true that no person or agency knows it.

As illustration, consider two inquiries recently received from high school principals. One asked, How many secondary schools have student councils? The other wanted to know, What has been the experience af high schools in regard to commercial sponsorship of football games? These two, selected from many letters, show the type of difficult-to-answer question referred to in the previous paragraph. Sometimes one wonders how such perplexing questions can be asked.

Within the past few years, the author has maintained a list of inquiries on extraclass activities, thinking that he might prepare a bulletin on most frequently asked questions. Before this possible action occurs, it seems wise to obtain additional guidance. Consequently I asked the Editor to publish a selected list of questions on high school activities in the hope that readers might agree to participate in determining what questions are most in need of exploration. If any principal, teacher, or pupil will give his attention (we hope he will) to what seems a worthy project, will he kindly indicate his preferences by check mark in the box provided before the question? If you have questions not covered by the list, please write them in. Tabulations of replies, arranged by area, size and type of school, position of respondent, etc., will be published in the columns of this magazine as soon as possible. In participating in this project, contributors will be doing a good service to the cause of extraclass activities.

Please do not attempt to answer the questions. Indicate by appropriate check

mark (√) what questions you consider significant. Double check those which you consider of greatest importance. The questions are not listed in order of frequency of inquiry, nor in logical order, for obvious reasons. After you have checked it, please send your list to the Editor, School Activities Magazine. Include your name, position, address, name of school, its enrollment, and what kind of school it is (junior high, 4-year high, senior high school, etc.) in the space provided.

Here are the questions:

1. How can the high school determine whether it has good extraclass activities program?
2. Can a good program of extraclass activities be developed without the appointment of a coordinator?
3. What are the usual duties and responsibilities of the coordinator of extraclass activities?
4. Is it desirable to present awards or "pins" to pupils for excellent or consistent participation in extraclass activities?
5. How can faculty and pupils conduct a survey of pupil interests?
6. Is it desirable to allow "credit" for satisfactory participation in extraclass activities?
7. Are there any data which suggest a positive correlation between participation in extraclass activities and success in later life?
8. What data should the coordinator of extraclass activities seek to collect and report from time to time?
9. In what ways can extraclass activities help to develop the social competence of pupils?
10. How can pupils be advised or encouraged to join activity groups?
11. How can activity be encouraged to develop and carry through a special project to make the school a better school?
12. What part in the extraclass activities program can the student council play?
13. How can the service value of extraclass activities be stressed to pupils, staff, and community?
14. What are good ways to publicize the activities calendar?
15. Should an extraclass activities program have pupil participation based on academic standards?
16. Is a point system or service credit requirement effective in limiting over-participation by pupils?
17. Is it generally true that upperclassmen are better served by the extraclass activities than under classmen?
18. Have any schools been successful in developing an *all-school* activity for boys or for girls as part of the extraclass activities program?
19. Should membership in extraclass activities require the payment of dues or should the school underwrite reasonable expenses for each activity?
20. Is it practical for the school to require each student to participate in at least one extraclass activity?
21. Is it a good policy to organize on a class basis as many extraclass activites as possible?
22. How may school leadership encourage *all* teachers to participate in, or contribute to, the extraclass activities program?
23. Is it ever desirable to have out-of-school personnel sponsor school activities?
24. Can teachers function effectively as sponsors unless sometime during the school day is provided them to attend to their activity interests?
25. How can pupils help to direct and be responsible for an extraclass activities program?
26. Should any activity groups be segregated on the basis of the pupils' abilities or achievments?
27. Is it desirable for the school to have an activities council as an advisory and planning body for extraclass activities?
28. How can recognition of outstanding activities, or individual's contributions to them, be given?
29. How can the community share in provdiing a good extraclass activity program?
30. How can student bodies of neighboring schools cooperate to foster increased participation in the extraclass activities program?
31. How do some schools compensate teachers for their sponsorship of "heavy" school activities?

(*Please turn to page* 308)

9 B Orientation

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A great deal has been written and said about the importance of preparing 8th grade graduates for the high school they are about to enter—and rightly, for this is an exceedingly important step in the life of the pupil. A misstep may be fatal.

Most of the textbooks and college professors recommend that the high school counselor go directly to the elementary school—that there she talk to the class about high school, about courses and subjects. Then she invites the class to the high school, shows them the buildings, gives them the opportunity to meet the principal and some outstanding upper classmen. On a subsequent visit to the elementary school the high school counselor talks with each 8th grader and his teacher, examines his cumulative record, and makes out his 9th grade program.

Many schools have followed this program and found it very satisfactory. The pupil does not feel strange in his new building, his program is cut to fit the material, the counselor has some idea of what to expect. The 8th grade teacher and high school counselor can work together to the advantage of the pupil. They know the organization of each other's school, understand the meaning of abstractions as used by various teachers and cumulative records, and refer to each other by name when counselling the pupil. Because of this close cooperation, many advantages accrue to the pupil. It is a very highly successful practice.

Apparently this is *the* system devised by experts, highly recommended, enthusiastically accepted. Dare we question it? We must question it! And questioning, we find it is not 100% fool-proof. It is a system which "works" only under specific, well-controlled situations. It presupposes that all of the 9 B pupils came from cooperating schools, schools which understand the high school and will work with the high school counselor. It presupposes that the population is fairly stationary, that the pupils who live in the school district in May will also be living there in September. It presupposes that three half days "lost" in 8 A are compensated for in 9B.

Many pupils graduate from parochial or other private schools. Most of these schools do not give the high school counselor access to their pupils. We cannot know what kind of pre-conditioning for the public high school is given in these private schools. Said one administrator, "I do not believe in the public high school." Said the principal of a church school, "The high school counselor might persuade our pupils away from our own schools." Said an 8A teacher, "The time is too important in 8A to waste it giving previews of 9B."

During the war we saw mass movements of the population. Where there was no village in 1939, there was a city by 1940. A city of 500,000 population, became 800,000. A suburb sending 12 pupuils to the near-by city high school suddenly found it had nearly 300 high school pupils. Obviously high schools had to be set up or expanded, obviously the 9B counselor could not counsel the students in 8A. This is not all "water over the dam." Our population is not settled down yet. Many families are on the move now. Many are planning to move, many GI's with families are still to be released and will have to become located. Perhaps families which are now "doubled up" will mean long distances when housing is available; there may be a great deal of decentralization; when irrigation projects become realities, families will be resettled; the further opening of Alaska will affect school populations.

In as much as the 9B orientation program described above may not be wholly successful in all places for all time, would it not be well to consider another plan devised to operate in those areas where the described plan is ineffective? Has the following plan any merit?

Let the first week of school be Orientation Week for the 9B's. Unlike college orientation week, this will not be before the opening of the school. Upper classmen will be there, going about their ordinary daily routine, but the 9B's will be in the process of induction.

In as much as this will be an innovation in the school, there should be some previous warning to all concerned. Before 8A graduation in the spring, a mimeographed letter to each graduate from the high school could be distributed by the 8A teacher. This would tell the pupils to come to high school on the day and at the time set for the opening of school, to bring their pencils, a given sum of money (itemize books and tablets that are to be bought), and their lunches or lunch money for the cafeteria. It should further tell them not to worry about courses and subjects, as these will be arranged in September. An accompanying letter to the elementary principal will outline the program of Orientation Week more fully, telling him or her, that tests will be given in September, thus obviating the necessity of his giving them in the spring (this will eliminate the present situation of having 9B's wih scores obtained on various tests given under varying situations, thus it will make for greater uniformity). During summer vacation if transfers came to the school, they will be given a copy of the letter, rather than be interviewed and programmed by the office clerk as is now the custom in some schools.

But let us get on to September. Labor Day is vacation. Tuesday—Faculty Day—no pupils. In the morning the faculty of the entire system will meet with the superintendent. In the afternoon, each school faculty will meet in its own building with its own principal. The principal of the high school will discuss Orientation Week with his teachers so that they will understand definitely what is happening, and what part each one is to play in it. The actual program will be under the direction of the advisement counselor.

The advisement counselor will meet with selected upper classmen who are to help with the program. They should understand the entire program and receive detailed instructions for their individual parts in it. Every effort should be made to have them see the importance of giving 9B's the right introduction to high school—the first step in making them loyal, cooperative members of the school society. Not only is this to benefit the 9B's, it is a real opportunity for student leaders to accept and exercise the responsibility of leadership.

Wednesday. School Opens. Student leaders and 9B home room teachers report to the advisement counselor to aid wherever needed as guides, ushers, and to keep order. 9B's report to the auditorium, the cafeteria, a large study hall, the library, any room large enough to hold them all where they can meet every day, where there are desks, tables, or armchairs for writing.

That magic signal, the school bell, will start the year's activities. Undoubtedly the principal, from his office, will welcome the entire school over the loudspeaker system. 9B's will 'catch," by watching the upper class aides, that all work and talk are stopped, and everyone is attentive when the on-the-air signal comes. The welcome over, they proceed to legal business, filling out the registration cards. Student aides distribute and collect cards, 9B home room advisers proctor the group, to see that directions are followed, the advisement counselor reads the directions, slowly, one line at a time if necessary, over a loud-speaker. The cards are collected in elementary school groups, alphabetized, and the names listed by student typists.

When the lists are completed, they are sent by messenger to the elementary schools from which the pupils were graduated. The messenger brings back with him all of the records. Thus the high school receives the records of all those who have actually enrolled, not of those who *said* they planned to enroll. Also, there is no time wasted, the record is in the high school the first afternoon. For records of pupils who came from out of the city, a form postal card is typed and mailed by students typists.

Meanwhile, the program of the 9B's is going on. The home room advisers may have to meet first hour classes of upper classmen, but all teachers who would ordinarily be teaching a 9B class first hour report to the advisement counselor to aid with the program. The first important activity to be gotten under way is a group mental test. The counselor may give the one she is best acquainted with, the one that most nearly meets her needs, the one most easily scored. Among the favorites one finds: American Council on Education Psychological Examination for High School Students, California Test of Mental Maturity, Hinman-Nelson Test of Mental

Ability, Otis Quick Scoring Mental Ability Tests, Terman-McNemar. Upper classmen distribute and collect tests, faculty sponsors at back and sides of room quietly watch the subjects, the counselor administers the test. If the school system has a scoring machine available, the tests are sent immediately by messenger. If not, a faculty member supervises student graders who work on the assembly-line principle of production. Usually senior commercial students are best adapted to this work, and they can figure the scores on the adding machine. Time is too short to permit immediate re-checking; this can be done later by a sampling system.

The 9B's have been under quite a strain, so now it is well to give them a little release. Upper classmen show them to the boys' and girls' room, they walk about and visit freely for about fifteen minutes. Now they may be called to order and hear a talk by the principal. It might be well for him to tell them something of the philosophy of the school, but primarily let him show them himself as their friend, their leader, the principal of their school. The vice principal may now be introduced to tell them of his role as disciplinarian and how they may avoid meeting him again. A word of direction about the cafeteria, the noon period, and the time of reassembling, and the first morning in high school is complete.

The mechanics of the first afternoon are like those of the first morning, but this time an algebraic prognostic test is given to identify those who should take general mathematics, algebra, or x-algebra (accelerated group). The mathematics department will undoubtedly want to choose the test: Iowa Algebra Aptitude, Lee test of Algebraic Ability, Orleans Algebra Prognosis Test are suggestions. A student messenger takes these to be machine-scored and brings back the mental tests which were taken over in the morning, or another assembly line is set up and scoring begins.

Now the advisement counselor discusses courses and subjects. This is very important! It is hard for a 9B who has come from an 8A program of eight or more subjects to appreciate that four or five subjects is a full program. Many high school words are utterly foreign to him: What is English? He understands "reading," "grammar," "language," "spelling," but "English is a *foreign* word. "Alebra," he knows, is something hard; "science" is something in high school; "music appreciation," "mechanical drawing," "crafts" are just words, frequently meaningless. If his parents are uneducated and plan a college education for him, they probably believe Latin is required and that the fine arts are not acceptable for college entrance. All of this is explained, simply and fully. Sample programs are worked out on a board. Questions are answered. Finally, each pupil is given a mimeographed digest of the discussion, sentence description of subjects affixed, suggested program, to be taken home for family discussion.

And thus endeth Wednesday for the 9B's, but not for their home room advisers and counselor. They meet together to briefly review what we expect to find on 8A records and the meanings of scores obtained on this week's tests. It is well, also, to let them discuss the basis on which division into home rooms will be made. In as much as there seems to be no conclusive evidence of a "best" system for all schools at all times, various systems might be suggested, the pros and cons given, and the group preference decided upon.

Thursday morning the 9B's again assemble in a group. This morning the singing teacher comes in and starts off with "The Star Spangled Banner" and then teaches a school song. He is followed by the cheer leaders, who teach one cheer. "America the Beautiful" will close the program, and we are ready for our reading test. The English department has selected this with special eye to the bases on which they wish to divide the class for homogeneous grouping. Iowa Every Pupil Basic Language Skills, Cooperative English Test, and Woody McCall Reading Tests are examples of popularly used tests. Scoring will proceed on yesterday's schedule. An office clerk is detailed to enter scores on the cumulative record card, as this obviously is closed to student perusal.

The test is followed by a fifteen-minute recess, and the pupils are then sent to the gym. The physical training teachers keep them the remainder of the morning. The time can be used to motivate the course, to give directions about costumes, ab-

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A Parade of Activities

MAYNARD B. HENRY
Principal Towson Junior High School
Towson, Maryland

TO THE majority of parents, the school is a collection of teachers, a group of courses and a building. The activities going on within the four walls are only heard of in discussions over the dinner table, or during the occasional attendance of the parents at a school "presentation". The variety of offerings are often unknown.

Parents should be conscious of what they are receiving for their tax dollar and of the opportunities given their children. New students entering the school for the first time also need to be introduced to the possible choices for their extra-curricular program if they are to gain the greatest benefit from their school experience.

Either or both of these needs can be met by a "Parade of Activities". The following outline of such a program recently presented to visiting parents during American Education Week at the Towson Junior High is an example.

Narrator (President af S. G. A.)

You, as parents of Towson Jr. High School students, have had an opportunity today to see the classes in action. One important side of our school life, however, can be seen only outside of the classrooms, during the Activities Period, and before and after school. To give you an idea of these activities we have invited you today to see our "Parade of Activities". It is through these useful and well-planned activities that many of the characteristics which will make us active, future citizens are developed. It is a pleasure for me, as president of the Student Government Association, to present a preview of the Towson Jr. High School Activities Program.

Trumpets — announcing the start of the parade.

This was followed by a presentation of students representing each organization, carrying or wearing symbols of their activities. These were divided into five main groups, as follows:

I. *Service Organizations*
- a. Student council — Officers, the president carrying a gavel.
- b. Safety Council — President, wearing arm band.
- c. Bus Council — President, wearing button.
- d. Board of Elections — President, carrying ballot box and ballots.
- e. Projection Crew — Member carrying film strip projector and roll of film.
- f. Cafeteria Helpers — Member, wearing apron, carrying tray of food.
- g. Locker Committee — Member carrying file box and box of locks.
- h. Garden Club — President, carrying garden tools.
- i. Junior Red Cross — Member wearing arm band.
- j. Cheer Leaders — Members in uniforms, carrying megaphones.
- k. Stationery Store — Member, carrying items from the store.
- l. Library Club — Member carrying books and supplies.
- m. Paint Varnish and Screw Club — member, in coveralls, carrying paint and tools.
- n. Safety Court — Member, carrying gavel and book.

II. *Academic*
- a. Chanticleer — Editor, with copies of paper, notebook and pencil.
- b. Science Club — Member, with apparatus.
- c. Dramatics — Member in costume.
- d. Paint and Palette — Member in smock, carrying palette and brush.

III. *Music Groups*
- a. Mixed Chorus — Member in cape.
- b. Band — Member in uniform.
- c. Music Appreciation — Member with music.

IV. *Sports*
- a. Athletic Board — Member with book of minutes and letters.
- b. Leaders Squad — Member in gym uniform. (Boy and girl).
- c. World Wide Sports Club — Member with athletic equipment.
- d. Sports — Students, both boys and girls, dressed in appropriate uniforms, and carrying equipment of the particular sport, as soccer, basketball, volleyball, softball, horse shoes, field ball, touchdown pass, and Greek Dodge.

V. *Miscellaneous*
- a. Dances — Couples dressed for formal and informal dances.

b. Charm Club — Members dressed appropriately for various activities.
c. Puppets — Member carrying puppets.

As the name of each activity was called the member entered from the rear of the stage, and remained while the activity was described. At its conclusion, the members retreated to the back of the stage and took assigned places, the entire group making a double row of students at the conclusion, with all on stage.

As the program was brought to a close and after descriptions of all activities had been given, the narrator closed with thanks to the parents. The meeting was then turned over to members of the faculty activities committee who conducted a question-and-answer period.

The length and inclusions of the program of course may vary from school to school but after its conclusion, one thing will be apparent. The parents or students know the extra-curricular program of the school.

A Future Teacher Workshop

GERTRUDE NANRY
Superintendent, Stone School,
Ann Arbor, Michigan

MICHIGAN Education Association recently held its first major future teachers' workshop, at the association's camp at St. Mary's Lake near Battle Creek. Thirteen high school Future Teacher Clubs attended. Arrangements for the workshop were made by the M. E. A. committee on Teacher Education and Professional Standards.

Early in the afternoon, groups began filing into the administration building to register and to get individual "who is who, from where" cards.

After supper the youthful future teachers and their counselors gathered around the fireplace in the camp-conference room to get acquainted, to plan a program and to learn the ways of becoming good teachers.

This program would seem a big order for a one-day work-shop, but not for J. Donald Phillips, Director of Adult Education, Michigan State College, conference leader, and originator of "Discussion 66".

At once he organized and put into action—without being a part—a high type of democratic procedure in obtaining



Workshop in Session

group interest, group participation, and group welfare.

Inconspicuously, he fitted the abilities of the resource people (from teacher training colleges: principals, superintendents and a State Department of Education representative) into the discussions.

Information based on wide experience was handled readily by this group.

Many teacher-leaders in Future Teacher work enlightened the future teachers on dress, manners, teaching methods, the teacher's social life, and idealism.

* * * * * *

"We are loyal to those things which we improve," Phillips told the young men and women as he illustrated the difference between autocratic and democratic teaching.

"And who counts?" smiled Phillips, pointing to the various groups. "You!" Tenseness disappeared.

"And remember, the other person has something of value to offer, too. Let's begin," he urged, leaning back in his chair to watch.

Voices were heard at once.

Circles were formed about the room.

A chairman and secretary were chosen for each group. General questions were prepared for open discussion.

A panel was chosen.

Discussions were enthusiastic.

And one discussion topped another until it was apparent that most of the participants had become interested in various ways of teaching.

They listed baby-sitting, telling stories to small children, and a particular liking for one or more teachers as sources of their interest.

One bright-eyed chap just did not know why, or how, he became interested. His school had no F. T. A. club. So up he popped up with, "How do we get started? Who should be our sponsor? What type should she—"

The gun had been sounded! Every youth shelled out suggestions.

Finally came the question, "What do the clubs do?" Panel members came forth with many good suggestions: to tell stories to children, have career talks, have a class taken over by F. T. A. president while a substitute teacher is in the room, and conduct student-planned programs.

* * * * * *

Back again to seriousness, the students delved into the problems of retirement, the salary scale, the cost of attending college, and opportunities for scholarships.

Information was sought on the teaching of handicapped children, industrial arts, and on elementary school opportunities ten years hence.

Phillips, advising the group in his closing remarks, said, "To be a good teacher, one must strive for unity and success. Success or happiness does not depend entirely upon large salaries. What you want counts. Yet, so much of what you want is really up to you. You, yourself, must finally make up your mind.

"There is no answer wrapped up in a little book to give you. Everyone of you will have to dig in on his own personal problems."

Throughout the workshop, fun was mixed with seriousness. Dancing and stunt-night revealed excellent talent present.

Maurice G. Carmany, M. E. A. staff member for the Teacher Education and Professional Standards Committee unified the pleasure program of the students and sponsors.

Closing time came much too soon. Many future teachers asked, "When may we come again?"

An Experiment in Sportsmanship Through Baseball

C. W. Beeman
Mackenzie High School
Detroit, Michigan

TENNIS has long been recognized as a game that inculcates sportsmanship among its players. The writer has concluded that this code is obtained chiefly because of the response situation conditions which are constantly brought before the participants. In other words, the players are forced to make vital decisions during the course of a match. One is almost always on his honor to give the other fellow a square deal. A poor sport on the tennis court is soon discovered and the individual so branded will have a difficult time acquiring friendly matches, to say the least.

Local conditions do not permit us to give the bulk of our pupils competitive tennis. We have, therefore adapted the tennis code

for baseball and playground ball, the two activities that are participated in by a large majority of our students during the spring term. A brief outline of the method employed follows:

1. No umpires are allowed in any ball game, during physical education periods.
2. All decisions are made by the team in the field.
3. Specific decisions are allotted to each player in the field.
   a. All balls and strikes are called by the catcher.
   b. All fouls are promptly called by the catcher.
   c. Put-outs (on assists) at first base are ruled by the pitcher.
   d. Put-outs at 1st, 2nd, and 3rd bases are ruled by the respective basemen or shortstop.
   e. Trapped-balls in the field are ruled by fielders.
   f. The decision of the boy making the play is recognized as final.
   g. Regulation rules are discussed, studied and followed out in general.
4. We have tried to instill among the teams the idea that they are expected to give the team at bat the same square deal that they would like to receive.
5. All close plays offer perfect examples of response-situation types.
6. The instructor instead of acting as a judge or umpire can frequently get into the game and teach by example.

Elementary Inter-School Football as Related to Education

RHEA H. WILLIAMS
The University of Texas,
Austin, Texas

RECENT emphasis which some schools have been placing on elementary inter-school football is a matter which should be of concern to all people who have a true educational philosophy relative to the place of athletics in our public school systems. Several weeks ago this writer opened his morning newspaper and saw to his amazement that elementary school boys representing two grade schools had scheduled a bowl game. The name of the bowl indicated that someone other than school people had instigated this game. This is typical of all bowl games in that they are all held in the name of charity or some similar worthwhile activity.

There is not *one* professional organization, educational, medical or psychological, which has ever publicly sanctioned an elementary inter-school football program. They are usually unanimous in their expressions that extreme competition in the form of inter-school elementary football contests are hazardous to the young boy's development from all angles. Pupils of late elementary age are in the midst of the period of most rapid growth with the consequent bodily weaknesses and maladjustments, partial ossification of the bones, mental and emotional stresses, physiological adjustments, and hearts which have not fully reached the maturity needed to carry on strenuous inter-school football. The fact that the elementary school child is not yet emotionally and psychologically balanced at this stage of his growth, is enough evidence within itself for any educator to discourage inter-school elementary contests. Children should never be allowed to engage in strenuous grade-school football to promote any product or cause, regardless of how worthy the product or cause may be.

There are no serious objections to a football program in the elementary school which fits into the physical education program. Never have we seen any evidence of a reliable nature to indicate that strenuous elementary football results in better high school teams. Fundamentals of passing, punting, throwing, catching, blocking, and similar skills, can be taught in regular scheduled classes, and with intramural games produce the same results without risking the dangers of extreme inter-school elementary football competition. All-around physical development and coordination should be the goal of any elementary school physical education program.

Junior high school football is sanctioned by many state athletic associations at the present time on a limited basis. A limited football inter-school program in junior high school can be justified on an educational basis provided it is properly directed. If games are played in 6-min-

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School General Organization---Democratic Citizenship

GEORGE W. CASTKA
Long Island City High School, Long Island City, New York

THROUGHOUT the history of our country, publicly-minded citizens have constantly sought ways and means to improve our democracy. We have always recognized that inherently a democracy is only as strong as the individual citizens who, as voters, mould the American form of government. It is truly axiomatic, today more than at any other time, that as the individual citizen becomes a more interested and a more intelligent voter, so much does our democracy become stronger and more virile. Consequently, it has been the constant duty of the schools of the Uniited States to seek ways and means of preparing all the students to take their rightful place in such a scheme of government.

The rise of the great totalitarian dictatorships in the twentieth century proved one thing conclusively and with a tragic thoroughness which is self-evident—that in a short space of time the youth of a country may be indoctrinated in any philosophy of government, be it good or bad.

DIRECT APPROACH NEEDED

Educators throughout the United States have used the accepted means at their disposal in pursuit of democratic indoctrination. Their main tools have been the many social studies courses offered to high school students. In fact, many states have established the passing of a certain number of these courses as a graduation requisite. This, undoubtedly, is sound practice and should be continued, but there is a rising feeling on the part of a great many schoolmen that the problem of training citizens in the aims, methods, and ideals of living in a democracy should be attacked directly. Up to this point certain fundamental principles of learning have been ignored.

Pupils must actually do and experience what they are learning, so that the principles expounded by the instructor will be more readily communicated to the pupil. This can occur most effectively when school situations correspond closest to life experiences. If it is at all possible to create life situations in a school, every effort should be bent toward doing so. It is our duty to guide our students toward better citizenship by allowing them to live and practice democracy in their own school government under the guidance of experienced teachers.

STUDENT GOVERNMENT IN ACTION

For many years an effort towards this kind of teaching has been in progress in a great many schools, but for many reasons it has not gained the status of other educational experiments. I am directly referring to the student government, or student council, movement which we, in New York City, call our General Organization. The express purpose of this movement is to train students in democratic practices. It is pointed to with pride whenever the topic of strengthening democracy is mentioned. I feel that student government is the one agency in the school which has honestly and effectively trained some of our students for the democratic life they are to pursue in the future, but unfortunately far too few pupils have been given this opportunity.

If student government does train our pupils for democratic citizenship, and most educators will agree that it does, then why hasn't it been more widely and truly practiced? There are many answers to this question and many reasons why this experiment has not been carried to fruition. But the main reason, I feel, for its lack of inclusion in many school programs has been a lack of true knowledge of its many values. Too, it has traditionally been associated with the extra-curricular program and has not been considered an integral part of the school organization.

BLUE PRINT NEEDED

What is needed is a blueprint which would show how to include a complete program of student government in the whole school structure. If such a blueprint be decided upon and experimented with, I am certain that we will shortly discover or rediscover one of the best ways of really preparing our students for life in a democracy.

An ideal high school student govern-

ment should include in its organization the following groups:

1. A Student Council
2. A Home Room Congress
3. A Student Court
4. A Service Squad
5. A Leadership Course

STUDENT COUNCIL

The Student Council should be composed of a student president, vice president, secretary, treasurer, and a representative from each term, and should act as the Executive Student Organization in the school. This group will automatically become a part of the Leadership Class and will hold their metings in class.

HOME ROOM CONGRESS

The Home Room Congress, composed of one representative from each room, will meet weekly during a long home room. Each member will be expected to report back to his home room the day after the meeting. This is in reality the most important school organization concerned with the Student Government, for it is here that we truly meet with the representative system of government. To facilitate reporting back and to allow for a discussion between the representative and the members of his class, the home room period the day following the meeting must be extended. The powers, duties and responsibilities of the group need not be discussed here, except to say that the members of this body actually are responsible for the promulgation, organization, and direction of all student activities.

SERVICE SQUAD

A Service Squad is many times the exact antithesis of what its name implies, and yet fundamentally, properly organized and directed, it can be of inestimable value to the administration and can provide very important training for good citizenship. Such a squad should be responsible for the enforcing of laws and regulations made by the Student Council and Congress. This group should be concerned with all student conduct outside of the classroom. Members, for example, should be directly in charge of the halls, corridors, study hall, cafeteria. If properly guided, they may even direct the work of the attendance and cutting office.

Many of these so-called service squads have failed or have been dictatorially handled by teachers, through lack of time for proper training and indoctrination. I see no reason why, with the sincere help of the program committee, the members of this organization may not be programmed so that they may have the last period of the day free to meet and be properly trained in their tasks in a democratic way.

STUDENT COURT

A Student Court, whose main function is the guidance of students who have transgressed against the regulations and laws of their school democracy is an inevitable and essential part of this proposed Student Government Organization. It, too, should function during the school day and its members likewise can be programmed accordingly. The Court organization will not be discussed in this thesis, except to say that its main duty is to act as the main student-judging agency in the school.

LEADERSHIP CLASS

And finally, perhaps most important, a class in Leadership for the officers of the aforementioned groups must be included in a comprehensive plan or blueprint for Student Government. This class, or classes, will be composed of the Service Squad, the Home Room Congress, and the Student Court. It should carry school credit in the miscellaneous group and should meet daily just the same as the other classes meet. If election of officers at the end of the term in all these branches of Student Government are held, there is no reason why this class can not be properly programmed. The course of study of such a class should contain as major topics an intensive study of the laws, ideals and practices of democratic government as compared to other governments, parliamentary procedure, the essentials of speech, student leadership, and a study of the community in which the school is located. In addition, time should be provided for a discussion of topics which the members themselves decide are important to them. The students themselves should direct the class, and through committee work decide on the organization and presentation of the above topics mentioned.

TEACHER OF DEMOCRACY IN ACTION

Throughout New York City and in a great many other schools of the country, parts or all of the program as outlined are being conducted, but nowhere, to the knowledge of the writer, in this great land of ours is it being conducted as an inte-

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ASSEMBLY PROGRAMS for September

Students attention! The time has come for plans to be laid for the opening of the 1950-51 school year. The group of students appointed to do assembly duty should make careful preparation for those first all-important programs which set the pace for the year's assemblies. If these plans are well formed before the current year closes, then the first pragram in the fall may be produced without a lot of unnecessary waste of time during those first busy days.

September 11-15

Introduction of the Student Council

To open the school year successfully is to introduce those students who have been elected to lead the various activities throughout the year. As these students are presented they should emphasize the importance of student participation—the acceptance and shouldering of responsibility by the students. The following program should be well rehearsed so that timing is perfect and the all-over effect is charming.

Presentation of the flag.....S.B.A. Officers
Salute led by the S.B.A. President
Presentation of Selected Leaders.....President

SKIT

President: I am the person selected for student body president. I am the one whom you placed in a position of honor and responsibility. Here is the group of people you elected to help me direct student government. (He calls each in turn, from the vice-president down through homeroom representatives, telling what their positions are and what their duties are. Then as the group flanks the president on either side, they say, in unison:

The year is just beginning
The fun is starting now.
The fun is sometimes stifled
By work that we must know.
But today the part of school life
Which we must think about
Is that for which you, the students,
Have ordered plans laid out.
But as we make these plans we warn you,
You'd better do a lot
To gather up ideas
Which will really hit the spot.
For each of you must do your part,
Must give your all, and then some,
If our school life this year turns out
What a banner year can become.

IRENE GRAY
Grand Junction High School
Grand Junction, Colorado

President: You've given me a job that's tough
It really is a "dozey."
Now each and everyone of you
Must help to make it rosy.

Vice-President: It looks as though this job I got
Is really pretty soft,
But if I do what I should
I'll be busy more than oft.

Secretary: Already I am much involved
With affairs of the student body.
For records must be kept
Of all that's said by everybody,

H. R. Reps I'm just one of the many
Whom you have elected
To do your jobs, to fill your wants
On things by which you're affected.
(Of course, these officers may prefer to write their own lines.)

Song: Walking Along Together.

These people wait quietly for the next few minutes while the student body president summarizes points covered and urges cooperation of students, assuring them that individuals working together—groups working together will be the support needed by the student council to get, and do, the things which make a school year a successful one.

September 18-22

Pep Club Program Competition

Preparations for this assembly should be begun well in advance. This program gives an opportunity for many students to appear before the student body early in the year, and also it will provide Pep Club with a number of ideas for clever pep assemblies. The general plan and a few specific ideas are outlined below.

The first announcement of the assembly competition is given out for homeroom discussion. During the next few days much is done by way of posters on bulletin boards, through newspaper copy, and by Pep Club girls themselves personally seeking out the more timid and helping to assemble groups.

The gist of the information on assembly competition is this. Any student or group of students may enter. The sole aim of each is to divise some means which is original, or new to this school.

to send the athletic groups enthusiastically into games. Since football games come so early in the year, it is necessary to get this idea rolling the first week.

When all skits are well rehearsed, each is presented in part in an assembly. Only a small "come-on" portion is given, and then the students vote for the one they wish to see worked out for the next pep assembly.

Example:

The judge is seen sitting at a large impressive desk in center stage. On his right is a wee small man hurriedly taking notes in a massive book. On his left, in the witness chair, is a poor bedraggled creature, dressed in the colors of the opponent of the week. The following dialogue should be done in syncopation as was intended in the George M. Cohan one-act play, "Common Clay".

Judge: Are you guilty?
Scribe: (Echoes) Are you guilty:
Witness: No, I'm not.
Lawyer: Of course, he's not.
Judge: Tell your story.
Why'd you come here?
Witness: I was fotched.
Lawyer: Yes, he was fotched.
Witness: I'm not really such a big bum
As I look at the present time.
Lawyer: No, he's not.
Scribe: No, he's not.
Judge: What's the trouble, Why'd ya come here?
Answer 'ere I plunk you in the clink.
Witness: When I started out this morning,
"Twas in spirits high I started.
Lawyer: Feelin' great was he.
Scribe: Feelin' great was he.
Witness: Until I met those Tigers,
Woe is me, oh, woe is me.
Lawyer: Woe is he, oh, woe is he.
Witness: But they dragged me down at kick-off
And they dragged me down each time
That I got a hold on that pig-skin,
Really rolled me in the lime.
Lawyer: Really rolled him every time.
Scribe: Really rolled him every time.
Witness: Now the cops have gone and grabbed me,
Brought me here to face charges for my crime,
But the crime is of the Tigers,
For a really rugged time
That they gave me and enslaved me
Football's not a game of mine.

(The judge raps on his desk with an out-sized gavel and orders the guard to take the prisoner to sick bay to recover from the "riggers" of the game. Music up — Tiger Victory Song)

September: 25-29

I.R.C. in charge

A continuation of the last year's work in connection with the United Nation's Educational plan should get under way as soon as the International Relations Club starts functioning. It would be well to invite in a guest speaker for the occassion.

In our school we shall plan to use one of the members of the "Flying Classroom," composed of 60 American business men, executives, and educators, who have traveled in eleven countries of Europe during April and May 1950 for the express purpose of analyzing the problem of reeducating the youth of our neighbors and educating our youth to take their places in this complex world.

Among this group was our superintendent, I. K. Boltz, so the club in Grand Junction High School is assured of a speaker. Since there were such a number of men who made this trip, it will not be difficult for any school to obtain such services. There are also other people who have attained prominence in the work of the United Nations Educational work, and these people welcome an opportunity to speak before alert groups of high school students.

Program Outline:

Presentation of the Flag .... Students of different nationalities

The American flag is advanced to the platform on which have been placed numbers of flags of other nations. It is placed high by students, who step back respectfully and begin the salute.

Introduction to the program..I.R.C. President

Having set the stage by adapting the subject of the speaker to the audience, the student introduces the speaker.

Speaker

Appropriate music

(Good luck in all your future plans for assembly. Pass your good ideas around by sending them in to me so that they may be published and shared by others. I. G.)

For every student who now attends college or university there is at least one more equally able and anxious who cannot afford to attend.—*The School of Education Record of The University of North Dakota.*

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News Notes and Comments

NATIONAL STUDENT COUNCIL CONFERENCE

The 14th Annual National Conference of Student Councils will be held in the West High School, Denver, Colorado, June 19-22, 1950. Among outstanding speakers and authorities in youth work to attend the conference are Dean Paul Roberts, St John's Episcopal Church of Denver, C. R. Van Nice, Managing Editor of *School Activities*, Topeka, Kansas; and Miss Bridgie Brill of Denver, representing the Junior Red Cross.

The conference also will form into small working groups which will discuss ways and means of solving forty-five problems indicated by student councils as the most pressing ones confronting them in the conduct of their work.

Believing that the most can be accomplished by a small group of highly selected, widely representative delegates, the Conference is limited to approximately 600 delegates from regional, state and sectional student council associations. Likewise, in order that student councils may benefit the most from the Conference, the selection of delegates is limited to high-school students who will be seniors during the school year 1950-51.

NATIONAL HIGH SCHOOL POLL SAYS OUTLAW COMMUNIST PARTY

Three-fourths of some 40,000 high school students consulted in a recent poll voted to outlaw the Communist Party in the United States. This poll of public high school opinion is called The Institute of Student Opinion and is sponsored by Scholastic Magazines.

HIGH SCHOOL CONTESTS IN NEBRASKA

An event which was inaugurated at the Nebraska State Teachers College in Kearney twenty years ago has grown to be the biggest affair during the year.

The Inter-High School Contests, where the students from high schools in the state compete in high school subjects and athletic events from Algebra to girls basketball, are held at the KSTC campus each year.

The Contests this year were held Friday, March 31, with 1560 pupils representing 92 Nebraska towns in compteition. In 1930, nine towns participated with less than 100 pupils entered.

An opinion of an attorney general on the subject of liability of local school authorities in case of injury to a person using athletic field or gymnasium is stated at length in the March number of *North Carolina Public School Bulletin.*

"Ham-strung by moth-eaten curriculums, most of this country's high schools are teaching our children things they'll never need to know, preparing them for jobs they'll never get— and, meanwhile, are boring them stiff."

Saturday Evening Post, Dec. 31, 1949

Nine members of Pontiac, (Mich.) High School athletic teams were ruled ineligible by the MHSAA for the remainder of the school year after they had accepted "loans" of jackets presented at a basketball banquet sponsored by the local American Legion Post.

NEW MEXICO STUDENT COUNCILS ORGANIZE

Thirty Student Councils from the senior and junior high schools of New Mexico met in Santa Fe on March 3 and 4, in conjunction with the Secondary Principals Association, to organize a state association of student councils.

UNIVERSITY OF VIRGINIA WORKSHOP

The Summer workshop in reading at the University of Virginia, under the sponsorship of the Department of Education, will be held July 24 to August 5, 1950. The program will be of interest to school administrators, teachers, clinicians, supervisors, parents, visiting teachers and directors of education for exceptional children. The program will include lectures by authorities in the field of instruction and supervision of reading and the related language arts, speech therapists, clinical psychologists, pediatricians and social psychologists. Comprehensive exhibits will be available covering all types of remedial instruction materials. Opportunities for conferences with specialists in the fields of professional specialization will be given.

Tours to points of interest in the region will be organized.

For registration or further information, write to the Registrar of the Summer Session, or Ullin W. Leavell, Director, McGuffey Reading Clinic, University of Virginia, Charlottesville, Virginia.

AN INVITATION

Do You Have Thoughts to Share in the Field of Extra-curricular Activities?

If you have any ideas and experiences that will be of interest to *School Activities* readers, write for this magazine's Bulletin of Instructions to contributors. It will be mailed promptly on request.

SCHOOL GENERAL ORGANIZATION--DEMOCRATIC CITIZENSHIP

(*Continued from page* 298)

gral program under the direction of one teacher. In many high schools, all the teacher-time given to such activity if added together would constitute a full program of one teacher, but at the present time, no one teacher has as his or her whole responsibility teaching, direction, and supervision of Student Government.

I propose that we reorganize our thinking and make the necessary administrative changes so that it would be possible for one teacher to be assigned to this task. This teacher's program would consist of the following:

1. A class in leadership.
2. A period devoted daily to meeting and training of the Service Squad.
3. Two periods given to the supervision and direction of the Student Court.

The remainder of the time of this "Teacher of Democracy in Action" would be devoted to working with committees, organization and supervision of Service Squads, and all the other duties connected with a project of this kind.

TOO FEW AFFECTED

At the present moment, it is generally agreed that Student Government Activities are worthwhile but that too few students receive any real training. Under a program as proposed above in a school of 2,000 pupils, as many as 500 pupils may be taking part in this work, and, in addition, the remainder of the student body would become aware of the school as a vibrant, living, democratic organization where democracy as such is not preached alone, but is actually practiced and taught.

Can you see a future in which our high school graduates will become active, intelligent citizens, aware of their government as belonging to them and not as now thought of being directed by politicians with all the negative connotations that that word brings to mind? A Student Government president before the war revisited his school after being discharged from the army. His former faculty adviser commented that since it was near election time and he was now twenty-one years of age he, of course, was anxious to vote. Imagine the faculty adviser's surprise when his former president told him, "What, I vote?—Who should I vote for?—How do you vote?—I guess I won't bother."

If Student Government is to succeed in its avowed purpose, and not merely to be a facade without a sincere structure to support it, then it must be reorganized and recognized as the one organization which can really accomplish the greatest purpose of modern American education.

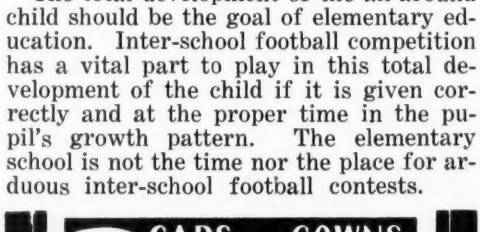
ELEMENTARY INTER-SCHOOL FOOTBALL AS RELATED TO EDUCATION

(*Continued from page* 296)

ute quarters, with rules to regulate size and weight of participants, with no more than six games per season, with regular health examinations, and similar safeguards, interschool football on the junior high school level can meet the qualification of educational experiences for the adolescent boy.

If the trend continues of more and more elementary schools engaging in interschool football, our school administrators, teachers and coaches must face the issue squarely and render a decision which will be physiologically, socially, and mentally sound as based on the best scientific and educational research in the field of child growth and development. Authorities in the area of elementary education are unequivocally opposed to strenuous interschool elementary football contests.

The total development of the all-around child should be the goal of elementary education. Inter-school football competition has a vital part to play in this total development of the child if it is given correctly and at the proper time in the pupil's growth pattern. The elementary school is not the time nor the place for arduous inter-school football contests.



How We Do It

HIGH SCHOOL AWARDS

Frequent inquiries about our system of high school awards prompt me to take this method of sharing the idea with *School Activities* readers.

1st—We give all cheerleaders a regular cheerleader athletic letter. We always have two co-captains of the cheerleader squad (a squad of eight) and to these co-captains we give a small gold megaphone with a ring attached at the center so the megaphone can be worn on a chain around the neck.

2nd—We give to all student council members a pin made up from our regular student council emblem. To the senior members of the council we also give a gold key with a crest of the Buchtel School Emblem at the center, and "Student" engraved above and "Council" below. The boys wear them on a watch or key chain and the girls wear them on a chain around the neck.

3rd—We have a pin made up from the crest of the Buchtel emblem that we give as minor awards to students that deserve an award for which there is no regular established recognition. For example, last year we gave one of these pins to a girl of artistic ability that helped all year long with dance decorations, and to another girl that helped in the office and all year long performed 101 small services of all kinds for the school. Two years ago we gave one of the pins to a boy that helped to sell tickets to our athletic games. He performed this service all year long without any other recognition.

4th—Our major award is a medal, a little less than one inch in diameter, made up from the school emblem crest. We present this medal to six senior graduates in June, as follows:

a. To the winner of the Scholarship Cup—1st in scholarship based on a 4 year average.
b. To the president of the June graduating class.
c. To the president of the student council.
d. To the winner of the National Honor Society Award. We have a rating chart on which the teachers rate eligible candidates. The rating is based on the 4 points of the N. H. S., namely Scholarship, Character, Citizenship and Service. It is possible to score 25 on each for a total of 100. Scholarship is rated automatically from a four year average and service is rated from a service sheet which we have on each candidate. The senior that is rated the highest by the teachers on this method of rating is given one of these medals.
e. To the winner of the Manhood Cup. All the boys of the class are given the opportunity to vote for one of their number that they think rates highest in Manhood. The boy rated highest by his fellow boys of the class gets one of these medals.
f. To the winner of the Womanhood cup. All the girls of the class are given the opportunity to vote for one of their number that they think rates highest in Womanhood. The girl rated highest by her girl classmates gets one of these medals.

All awards, except the 6 medals, are presented at a recognition assembly, at which the entire school is present. The 6 medals are presented at the Class Day services of the graduating class, at which only recognition of members of the class is given.—L. O. Weiss, Buchtel High School, Akron 20, O.

A NEW ART PROJECT

Mural Painting is not an unworthy project for high school art classes, for such an exercise can be not only highly educative but also quite practical. The fact was well demonstrated by the success of the recently completed mural project in Fayette, Missouri. The murals were done by high school students, with the assistance of Professor Louis Penfield of Central College and some of his pupils.

Eight murals, which were painted on the walls of a recreation hall were completed in only eighteen days. The facility with which these excellent paintings were done was due largely to the careful organization of the work.

After a thorough examination of the areas to be painted, classes were presented with the problem of setting up suitable designs for the murals. The best designs were chosen and carried into color studies and detailed scale drawings. The designs were transferred to the wall surfaces by means of guide lines. With the preliminary drawings as patterns, figures were sketched in and the large color areas painted. An easily handled glossless oil paint was used, and the work was done easily and quickly.

The students worked with an enthusiasm born of group participation, really enjoying their work, and learning, through the building of large figures, a freedom and understanding of tonal movements that they had not been able to gain from small, individual projects.

The successful completion of the Fayette mur-

als is a good example of what can be done in student mural painting. A church basement, school hall or room, or recreation hall is an appropriate place for students to work, and the consequent beautification of the building will bring grateful co-operation from the community and inspire the students in their work.—MARION SHERMAN, Undergraduate Assistant, Central College, Fayette, Missouri

ASSEMBLY PROGRAMS

A significant function of the assembly programs of the Bloomfield Junior High School is to motivate and supplement classroom work and activities. Some of these programs grow naturally out of classroom and club projects; others are designated to introduce or arouse interest in a certain phase of work. All departments, clubs, student council, and the administration are given the opportunity to sponsor one of these programs, but not all are represented on the schedule, as some of them are not adaptable. Programs are in the nature of quizzes, plays, exhibitions, community sings, concerts, movies, and so forth. The Foreign Language Department, during this past year, presented programs in the form of Spanish, German, and Latin plays. Each of these was presented in the particular language and appropriate to that language.

Some of the programs because of their nature have become traditional. This is true of the Christmas Program which is given each year by the combined glee clubs, and the Spelling Bee which is sponsored by the English Department. The latter gives each pupil in the school an opportunity to participate. Preliminary contests are held in each English class, and the winner represents his section in the final contest, which is held in the auditorium. The value of participation in these programs is as essential to pupil growth as the "three r's". The programs give the pupils new slants and help them to enrich their conception of curricular fields, to gain self confidence and poise, to be discriminating and to work with others in a cooperative manner. The pupils have also learned some important facts connected with audience behavior. They have learned to sit quietly and to listen attentively.

At the beginning of each year, a tentative assembly schedule, listing dates, programs and sponsors is published. We have two forty-minute assembly periods each week, Thursday 7th and 8th grades and Friday 9th grades. Up until last year, each week two seventh grade classes, two eighth grade classes, and three ninth grade classes were selected to rate the assembly program. Many of the students included their personal criticisms with their rating sheets. These comments indicated that the students were doing some constructive thinking and learning to evaluate programs. Due to the variety of types of programs, this rating scale was found to be unsatisfactory and was discontinued. At present we have no rating scale.

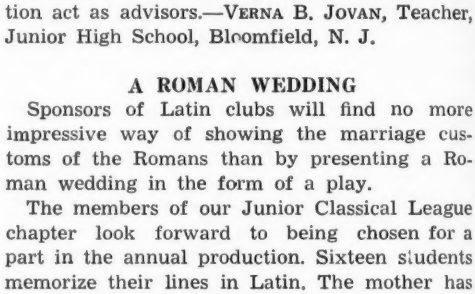
The final assembly program of the school year is one in which members of the ninth grade participate. The theme of the program is one that is closely associated with present-day activities, or one correlated with subject matter. The cast is large and the production involves many departments. The teaching staff and administration act as advisors.—VERNA B. JOVAN, Teacher, Junior High School, Bloomfield, N. J.

A ROMAN WEDDING

Sponsors of Latin clubs will find no more impressive way of showing the marriage customs of the Romans than by presenting a Roman wedding in the form of a play.

The members of our Junior Classical League chapter look forward to being chosen for a part in the annual production. Sixteen students memorize their lines in Latin. The mother has the heaviest part, with 50 lines. Others may speak as few as four lines.

The costumes of the Romans are studied before the play is given. We use a loose-flowing



floor-length robe of pastel satin for the women. We prefer having belts of the same material. The women wear sandals.

The men wear white sheets draped about them to represent the Roman toga. The slaves have dark-colored tunics with stenciling on the hem. They wear no foot covering.

The wedding is divided into three parts: the engagement; the marriage and the procession to the new home.

The engagement is a formal procedure, with the certificate being signed by the family and legal witnesses after the bride has been given her ring (with an emerald stone). The evening before the contemplated marriage the bride gives up to the household gods her doll and the bulla which she has worn to ward off the effects of any evil eye.

Auspices are taken early on the day contem-

plated for the marriage to learn whether the gods are favorable. A white sheep (unbleached muslin) is sacrificed by the high priest who slashes the neck of the victim. From the gash red cinnamon candy pours to make the sacrifice more realistic. Those in the play share in the sacrifice by getting some of the candy.

Following the recitation of the marriage vows before the Pontifex Maximus the bride kneels before the altar to pray to Juno, patroness of brides, and then rises to toss her boquet into the crowd. She comes from a typically human family, for her young brother, who provides humor in the play, insists upon being beside her as a bride. According to an old Roman superstition the one who catches the bouquet will be the next bride. We have a bouquet prepared at a local florist. Other paraphernalia such as the costumes, the ring, doll and the key to the new home are traditional with us, for they have been given by earlier members of the JCL chapter.

In the procession to the new home we have the entire cast followed by all the spectators while they go around the hall amid shouting and the throwing of nuts (blackwalnuts) by the bridegroom to symbolize that he is discarding frivolity to settle down to a happy married life.

Upon the return from the procession the bride is carried across the threshold by the bridegroom lest she trip upon entering the new home for the Romans would have considered that a bad omen. We serve apple sauce cake and grape pop for refreshments since they resemble best the food of the Romans at their weddings.—ESTELLA KYNE, JCL Sponsor, Wenatchee (Wash.) High School.

NEW CLUBS IN AN OLD SCHOOL

In a high school well established by age and traditions, the idea of a new club presents many problems. Questions arise regarding the need for a new activity as well as those that point out the existing over-abundance of current extra-curricular activities. But an old school should never allow itself to become so static that something new is unwelcome. Just to see what would happen, this teacher decided to go against the advice of the "old guard," and here is the report. In the Spring of 1948 a lady associated with the New Mexico Art League approached the art instructor of this high school with the proposition that a Junior Art League of high school pupils be established. The art instructor was interested and discussed it with the appropriate students, who expressed enthusiasm in the idea. The principal of the school gave his blessing, and the club got off to a good start at the beginning of the current school year. Twenty-two charter members joined the club, and there was no dfficulty in scheduling meetings which would not conflict with other clubs. In addition to a monthly meeting at the school, there is an evening meeting held at the adjacent Youth Center. The members pledged themselves to monthly exhibits of art work performed outside of school and are now planning to make therapeutic toys for the local school for Cerebral Palsy. Two informal parties were scheduled as well as an impressive installation ceremony at which each member received a pallette pin symbolizing the Junior Art League.

This new club filled a need for many of the high school students, and projects artistic interests beyond the formal school situation. The success of the group proves that there is always room for a new idea even in a school which is already "highly activated." The Junior Art League of this high school has enriched the school offerings by adding to the activity program. New ideas often fall by the wayside, however, new ideas plus action add up to success.

Being a student of education and a disciple of Dr. McKown (by virtue of thesis) this same instructor began another new club at the same time. It was felt that a Future Teachers of America Club would be just the thing needed to accomodate students who hope to be teachers. Convinced by the dirth of publicity encouraging future teachers and the encouragement of local university groups, the idea of the FTA caught on immediately and the Glen O. Ream Chapter of the Future Teachers of America was chartered. Many activities normally sponsored by an FTA group were already taken care of by other school clubs, however, the group found that there was still room for them and have offered their services to the elementary school teachers to assist them with the registration programs at the beginning of each school year. The FTA also plans a self-written radio program.

This has been a short resume to report that new clubs can survive in an old school. Perhaps it may encourage others who have been wondering if it could be done.—L. WOODROW LOGAN, Macon, Georgia.



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OUR HONOR POINT SYSTEM

A committee composed of the school principal and every teacher who awards points works directly with the honor point system and may make changes from time to time.

Under North's honor point system a pupil may receive only one letter, but other points received will be acknowledged by certificates.

The honor point system has been worked out on a basis of one point for each five hours spent in doing work for the school outside of school, with the exception of class and school officers.

Points awarded by any instructor may vary in any activity according to the ability or best efforts of a pupil.

Letter and certificate awards are given four times a year, at the end of each semester to 9A's and to everyone at the close of the fall athletic program and at the close of the winter athletic program.

Each person given points must have the recommendation of the committee to receive a letter or a certificate.

Three kinds of letters will be given during the three years. The pupil must decide upon the kind of letter he wishes to receive. Points for letters are not accumulative unless a letter is not taken.

Three kinds of certificates will be awarded, a white certificate for thirty points, a red certificate for sixty points, and a blue certificate for one hundred points.

Students may have one or more certificates for participation in activities.

Points for certificates may be accumulative, even though a certificate has been taken.

Honor points are turned into the office by various instructors giving points at the close of each semester except athletic points which are turned in at the end of the various athletic seasons.

If a pupil is dismissed or quits an activity during the semester or during the athletic season, he forfeits all points made in that activity during the semester or season.

All points are to be OKed by the honor point committee before being recorded on honor point cards.

Points may be obtained in the following way:

ART

Students receive one point for work done in art which is done outside regular class work given to the student by the art instructor.

Points are given for art work which wins recognition in a school, city or SIMILAR CONTEST upon the recommendation of the art instructor.

BASKETBALL

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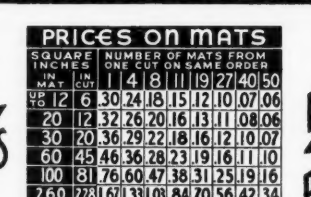
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20	12	.32	.26	.20	.16	.13	.11	.08	.06
30	20	.36	.29	.22	.18	.16	.12	.10	.07
60	45	.46	.36	.28	.23	.19	.16	.11	.10
100	81	.76	.60	.47	.38	.31	.25	.19	.16
260	228	1.67	1.33	1.03	.84	.70	.56	.42	.34
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son, or sixteen points for the first semester and eight points for the second semester. The captain may be given one or two points extra on the recommendation of the coach.

BOYS' BASEBALL

Each player receives sixteen points. The captain may receive one or two points extra on the recommendation of the coach.

GIRLS' BASEBALL

Each player receives twelve points. The captain may receive one or two points extra on the recommendation of the coach.

BAND, ORCHESTRA

Each member receives one point for each five hours spent doing work for school which does not include time spent during the school hours or for assembly programs from ½ to 1 point may be awarded for each outside program not given during school hours.

CAFETERIA HELPERS—NOON HOUR

Cafeteria helpers may receive one point for each five hours of work done for the Cafeteria outside of school hours. They must be recommended by the Cafeteria Manager.

CAFETERIA HELPERS 1-2-3-4 HOURS

Cafeteria helpers during the 1-2-3-4 hours of school may at the discretion of the Cafeteria Manager receive one point for each five hours service.

DRAMATICS

On the recommendation of the dramatics instructor one-half or one point may be awarded for each performance for work in dramatics outside of school hours.

GLEE CLUBS

Each member of a glee club receives four points per semester and three extra service points for each semester after the second semester. The president receives one extra point and the secretary receives two extra points. One point is given if a member is neither tardy or absent from a practice. One point is given for each night performance and one-half point is given for each day performance. Should a member be absent three times one point is taken off. Three times tardy is equivalent to one absence.

MERIT ROLL, HONOR ROLL, ALL A'S

One point is given for each time a pupil makes the honor roll, one point is given each time a pupil makes the merit roll. Two are given each time a pupil makes an all "A" record.

INTRAMURALS

Each player in an intramural game receives one-half point for each game played. The captain receives one-half of a point more than the other players on the team.

LIBRARY

Pupils helping in the library receive one point for each five hours spent in working in the library.

MONITORS

Monitors receive eighteen points per semester or one point for each five hours on duty. Only ninth grade boys or girls may serve as monitors. In order to earn points as a monitor, a pupil must maintain a "C" average in scholarship and a "B" average in citizenship.

The captain and lieutenant receive two extra points per semester.

OFFICE SERVICE

Office helpers may receive one point for each five hours work done for the school outside of school hours.

PRINTING HELPERS

Printing helpers, may at the discretion of the Printing Instructor, receive 1 point for each 5 hours of service done outside of school hours.

OFFICERS, SCHOOL, HOME ROOM

School president receives five points a semester. School vice-president receives three points per semester. President of a council three points per semester. The vice-president and secretary of council each receive two points per semester. A member of a council receives one point or one-third point per marking period. No pupil may be a member of any council unless he maintains a "C" average in scholarship and "B" in citizenship.

REFEREES, TIMEKEEPERS

Pupils may receive one point for each five hours spent refereeing or keeping time upon the recommendation of the athletic director in charge.

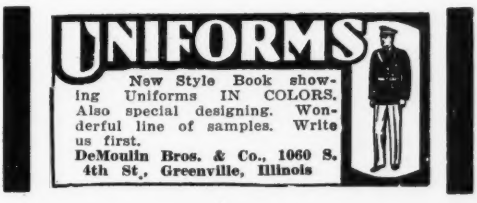
SAFETY PATROL

Only eighth or ninth grade boys may serve on the school safety patrol. An eighth grade boy may earn fifteen points per semester and a ninth grade boy may earn eighteen points per semester provided he served as a patrolman in the eighth grade.

The patrol captain receives two extra points per semester. A boy must maintain a "C" average in scholarship and a "B" average in citizenship to be a patrolman.

SHOPS

A pupil may earn one point for each five hours work done for the school outside of school hours



in the shops upon the recommendation of the shops instructor.

SOCCER

Players receive sixteen points. The captain may receive one or two points extra on the recommendation of the coach. One-half point may be deducted for each absence from practice.

SWIMMING

For learning to swim fifty feet while at North three points are given.

SWIMMING TEAM

If a boy makes the swimming team and swims in the meet he receives 10 points.

TRACK

Every pupil who makes a track team and competes in either North's Field meet or the City Track meet may receive two points.

VOLLEYBALL

Each player may receive on the recommendation of the coach 16 points. The captain may receive one or two extra points.

YELL LEADER

Yell leaders receive one point for each five hours spent in practicing or leading yells.

TICKET

Each person buying a season ticket for any sport receives one point.

—ALBERT E. CASE, Principal, North Intermediate School, Saginaw, Michigan

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SIXTY FREQUENTLY ASKED QUESTIONS ON EXTRACLASS ACTIVITIES

(*Continued from Page* 289)

32. Is it ever desirable to schedule some extraclass activities on evenings during the school week?
33. Can a program of extraclass activites be successfully developed when a school is on double or overlapping sessions?
34. How does size of high school relate to the organization and program of extraclass activities?
35. How does the amount of participation by pupils in out-of-school activities affect the extraclass activities within the school?
36. How can the extraclass activities be planned to meet the needs and interests of all pupils?
37. Are the pupils of lesser scholastic ability or achievment more likely to participate in service-type activities?
38. At what places in the organization and program of extraclass activities can pupils be given autonomy?
39. Do secret organizations affect the success of an extraclass activity program?
40. Can students who are not "academically-minded" have the ability to be leaders in socializing activities?
41. Does pupil participation increase in proportion to the number of extraclass activities made available to them?
42. How can a well-developed extraclass activities program contribute to the success of the school's total educational program?
43. What is a good way to organize for pupil participation in extraclass activities at the beginning of each school year or semester?
44. How does the problem of transportation of pupils to and from school affect an extraclass activities program?
45. Who should decide how frequently a school activity should meet?
46. At what point should an activity be dropped from the extraclass program?
47. How can the school handle the situation which occurs when a great number of pupils wish to participate in one particular extraclass activity?
48. How best can the community be informed of the goals and program of the school's extraclass activities?
49. How can the organization of extraclass activities be best fitted into the daily time schedule?
50. What are advantages and disadvantages of the activity period as compared with the advantages and disadvantages of activities scheduled before or after school?
51. When in the daily time schedule is it most desirable to have an activity period?
52. Is it best to tie in the activity period with the homeroom?
53. What is a desirable length for for the activity period?
54. How can schools handle the

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problem of the pupils who prefer not to participate in activities during the activity period?

55. To what extent can an intramural athletic program function well during an activity period?

56. Does the activity period do away with the necessity for a "point system?

57. Does an activity period type of organization tend to increase or decrease the number or extent of extraclass activities before or after school?

58. How best can pupil participation in extraclass activities be recorded on his permanent record?

59. What are desirable methods for financing extraclass activities?

60. How have high schools encouraged pupils "who need it most" to participate in extraclass activities?

9 B ORIENTATION

(Continued from p. 292)

sences, showers, to assign lockers, and perhaps to a few exercises or review of 8A group games. They dismiss the pupils for lunch.

In the afternoon the first 9B English class meets. They meet in one group under the direction of the head of the English department or one of the staff. He tells them what English is, motivaing it in such a way that every 9B immediately resolves to "take" English every semester. The materials needed for the course are listed and demonstrated, may even be sold right then and there. Now, for once, the English teachers know that all 9B's have the same materials and that they *have* them. At this time the 9B's are taught how to head their papers, thus guaranteeing uniformity and eliminating that dreaded bugaboo, the "class that never was taught." That they may have an immediate need for their new skill, let each pupil write a two-paragraph theme. What I want to be, what I want to take in high school. Student aides will alphabetize these and file them with the 8A records.

The remainder of the afternoon is sponsored by the Student Cabinet. A series of student talks gives the 9B's the needed information about their school in their own language and an opportunity to meet student leaders. It puts the responsibiliy of leadership upon these leaders. Among the talks is an explanation of student government, of the honor study-hall system, of the all-in-one activity program. Boys' Club and Girls' Club issue their invitations to membership. A mimeographed sheet is distributed listing "Who's Who at Our School," naming the principal, vice principal, counselor, president of Cabinet, Boys' Club , Girls' Club, honor study hall chairman, captain of the football team, and other notables.

To finish the day, the 9B's now attend a welcome party in the gym, given by the Boys' and Girls' Clubs and under the direction of their sponsors. The home room advisers again meet with the counselor. They listen to the directions for homogeneous grouping given by the heads of various academic departments of the school. The counselor reviews with them the conducting of an interview to select 9B subjects and the programming of 9B's. Records of their advisees are distributed.

Friday is another busy day. The entire school assembles in the auditorium for the first all-school program of the year. The 9B's then return to their meeting place and are sorted into home room groups. One by one, the home room advisers inter-

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view each advisee, referring constantly to the cumulative record, to which has been added the 9B test scores. If a pupil's health record is not complete, he is sent immediately to the doctor's office, where the doctor and nurse are working. Those of the group who are not being interviewed are being given locker assignments by student aides, are buying their student handbooks and all-in-one tickets. By noon all interviews are completed, and during the afternoon the advisers will program their advisees according to the choices made in the morning.

In the afternoon, the English department conducts another lesson in composition the subject this time being *An Autobiography*. After group discussion, perhaps the making of a master outline, the pupils each write a theme. These are collected, later to be distributed to the English teacher of the individual pupil for correction and then filed in his cumulative file with his home room adviser.

If the school has produced a movie of its activities, it may be shown now. If not, other local situations will be developed. Student tours have not been mentioned. They can be conducted at any place in this schedule where there is extra time. If possible, keep the size of the group around a dozen, certainly not more than twenty, and have it conducted by a student aide, not by a teacher. Perhaps on this last afternoon of the Orientation Week, the home room group could get together for a few minutes in the home room, for this is where they will meet on Monday.

As the home room advisers make out the individual programs, the principal will make the necessary adjustments in the school program. He will set up extra classes, divide or combine, as numbers enrolled show the need. It may be necessary for him and the counselor to work Saturday at ironing out conflicts, but when they have finished, there will be no conflicts, no over-loads, no adjustments to be made after classes start. Student aides will copy the office copy of the programs, place them in the home room mail boxes from which they will be distributed to the 9Bs' Monday morning.

Now every 9B knows his school, all have been uniformly tested, each adviser has programmed his own advisees. After classes start, there is no transferring, no adjusting.

Doesn't it sound feasible? Think it over! Give it a trial!

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